REGULATIONS AND SYLLABUS OF

BACHELOR OF SOCIAL WORK

(GRADUATION & HONOURS WITH RESEARCH) DEGREES 2023

With Multiple Entry and Exit as per NEP 2020

College of Social Work (Empowered Autonomous)

Nirmala Niketan Institute

Affiliated to University of Mumbai

38, New Marine Lines, Churchgate, Mumbai 400 020.

COLLEGE OF SOCIAL WORK (AUTONOMOUS), NIRMALA NIKETAN

REGULATIONS AND SYLLABUS OF BACHELOR OF SOCIAL WORK

(GRADUATION & HONOURS WITH RESEARCH) DEGREES 2023

(Four Year Multiple Entry/Exit UG Program w.e.f 2023-24 as Per Maharashtra Government Resolution April 2023)

Introduction

The vision of the Bachelor of Social Work (BSW) programme offered since 1971 at the College of Social Work, Nirmala Niketan is to build a cadre of committed grassroots-level development and professional social workers who would be fully equipped to respond to the changing global and local socio-economic realities. The programme, developed on a liberal arts paradigm, enables students to use the full range of tools, theories, and perspectives to understand, recognize, critique, and appreciate themselves and their role in the globally dynamic environment. The distinct method of instruction (comprising an andragogical approach and participatory teaching-learning exercises) sets the tone for this strong foundation and helps students to develop diverse, experiential, and practical knowledge. The graduates having been grounded in generalist social work perspectives can be employed in the government, non-governmental organizations, health settings, social enterprises, cooperatives, international development agencies, and corporate social responsibility projects, in capacities such as community organisers, programme officers, social planners, development facilitators, and social welfare administrators. The revised BSW (2023) program is designed as per the NEP 2020 guidelines issued by UGC and the Government of Maharashtra.

Programme Objectives:

The objectives of the Bachelor of Social Work programme are as follows:

- To create a critical understanding of social realities reflecting their changing nature and participate in the dynamics of change
- To orient students on diverse communities, their issues, and social justice stance for social work practice
- To equip the students with skills to work with different groups and communities using social work practice methods and strategies
- To inculcate professional values and ethics that guide social work graduates in professional practice

Program Outcomes (POs):

At the end of the program learners will be able to:

PO1 Analyse the changing nature of social realities and formulate strategies to actively contribute to processes of social transformation.

PO2 Demonstrate professional values and ethical principles by exercising integrity, self-awareness, and accountability in diverse social work settings.

PO3 Apply social work methods such as casework, group work, and community organization to address the needs of individuals, families, groups, and communities.

PO4 Identify structures of oppression and discrimination, and advocate for social and economic justice through inclusive, policy-informed interventions.

PO5 Demonstrate, engage with, and respect diverse cultural, social, and political contexts by adapting their practice to promote inclusion and equity in service delivery.

PO6 Explain, apply, and relate disciplinary theories, historical developments, and conceptual frameworks to analyze human behavior and the interaction between individuals and social systems.

PO7 Design appropriate interventions for client systems by applying generalist social work knowledge and evaluating outcomes.

PO8 Conduct, interpret, and synthesize research findings to inform evidence-based practice and evaluate the effectiveness of social work interventions.

PO9 Demonstrate, articulate, and adapt communication strategies-both verbal and digital-by utilizing ICT tools and media to effectively engage with diverse stakeholders and professional audiences.

PO10 Engage in, reflect on, and evaluate their own practice and learning needs, and pursue continuous professional development to address evolving social work challenges.

REGULATIONS AND SYLLABUS OF BACHELOR OF SOCIAL WORK

(GRADUATION & HONOURS WITH RESEARCH) DEGREES 2023

R. 301. A: Eligibility for admission to the BSW Program shall be Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

R. 301. B: The course of study for the degree of Bachelor of Social Work (Honours with Research) shall be full time and its duration shall be eight semesters extending over a period of four academic years. Each academic year shall be divided into two semesters, coinciding with the two terms as announced by the Academic Council for every academic year. Students have the choice to exit at the end of year 1, 2, 3 or 4. If the student wishes to exit after completion of 1st and 2nd semester (by accumulating 40 credits + 4 credit internship), the student will be awarded a UG Certificate (NHEQF level 4.5). If the student wishes to exit after completion of 4 semesters (by accumulating 80 credits + 4 credit internship), the student will be awarded a UG Diploma (NHEQF level 5). If the student wishes to exit after completion of 6 semesters (by accumulating 120 credits), the student will be awarded a BSW degree (NHEQF level 5.5).. However, moving to fourth year of the program will be based on merit, i.e. 75% marks and above cumulatively in the first six semesters.

R. 301. C: The Examination for the degree of Bachelor of Social Work shall be held in eight parts, at the end of semesters I, II, III, IV V, and VI for students opting for the graduation degree and VII and VIII for the Honours degree (NHEQF level 6).

R. 301. D: The degree of Bachelor of Social Work shall not be conferred upon a candidate unless the candidate has passed all the papers in theory and in fieldwork/ field practicum prescribed for the eight semesters' examinations in accordance with the provision of the assessment of 100 percent in each subject including field work will be held at the end of each semester.

R. 301. E: A candidate for being eligible for admission to the B.S.W. semester end (I, II, III, IV, V, VI, VII, VIII) examinations should have required attendance of 75% minimum in theory papers and 100% attendance in field work/ field practicum, and successfully completed the class tests, assignments/projects of the internal assessment for all papers and have satisfactory conduct. However a special provision with the approval of the Principal is done for those students obtaining 75% attendance in individual papers/ courses, to be permitted to write that respective subject, thereby avoiding backlog/ break year.

R. 301. F: A candidate for being eligible for award of graduation, or honours degrees, must have kept required terms in the college in accordance with the requirements, and have undergone to the satisfaction of the principal of the college, the course of studies prescribed for the examination.

R. 301. G: The College shall conduct assessments for all theory and practical courses in each semester as per schedule drawn by the Examination Cell.

R. 301. H: The assessments shall consist of continuous Internal Assessments (CIA) for 40 percent of the total marks of the course and a Semester Examination for 60 percent of the total marks of the said course.

301. I: Field work courses from semesters 1 to 8 shall be in accordance with the field work manual.

R. 301. J: For four credit courses, CIA shall be for 40 marks and the End Semester Examination shall be for 60 marks.

Continuous Internal Assessment	40 marks (Class test, assignment or any other mode of internal assessment)
End Semester Exam	60 marks 60 marks term end Question Paper. There shall be internal choice for the questions
Total	**100 Marks**

R. 301. K: For two credit courses, CIA shall be for 20 marks and the End Semester Examination shall be for 30 marks.

Continuous Internal Assessment	20 marks (Class test, assignment or any other mode of internal assessment)
End Semester Exam	30 marks 30 marks term end Question paper. There shall be internal choice for the questions
Total	**50 Marks**

R. 301. L: The PASSING NORMS are as follows:

i) To pass a theory course, a student is required to obtain a minimum of 40 percent marks allotted to the course, which includes CIA and End Semester Exams. If a student fails to secure the required minimum 40 percent of the total marks of the external exam, as well as the total aggregate marks of both internal and external that student will have to reappear for the additional exams. Those students who do not register for the Additional Examination within the stipulated period (15 days of the declaration of the result) will not be permitted to appear for the concerned examination (s).

ii) To pass a Fieldwork/ Practicum Course, the student should obtain 40 percent marks in each semester. Fieldwork is assessed for 100 marks each at the end of every semester. For Bachelor of Social Work, Semester I, Semester III, V and Semester VII the Assessments of the student are done for 100 marks internally. For Bachelor of Social Work, Semester II, Semester IV, VI and Semester VIII the student will be assessed internally for 60 marks by the Field Instructor. The student will be assessed for 40 marks through a Viva Voce by an external panel appointed by the Board of Examinations. If a student's performance in Fieldwork is consistently found unsatisfactory all through the semester the student will not be allowed to appear for the Viva Voce. Grounds for unsatisfactory performance are specified in the Fieldwork Manual. The

Field Work hours completed by the student who has been declared failed in Field Work will not be carried forward. Failure in Field Work does not entitle a student to keep terms for the higher class. A student failing in Field Work shall have to make up the entire semester's fieldwork

R. 301. M: Grace Mark Norms

i) Grace marks shall be as per the Circular of the University of Mumbai Ref. No. Exam/Controller of Examination/1353/2013 dated 21 September 2013 and DTE circular: CON/2016/ No 302/ 03 dated 4 March 2017.

R. 301. N: Awarding UG Certificate, UG Diploma, and Degrees

i) UG Certificate: Students who opt to exit after completion of the first year and have secured 44 credits will be awarded a UG certificate if, in addition, they complete additional 4 credits during the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

ii) UG Diploma: Students who opt to exit after completion of the second year and have secured 88 credits will be awarded the UG diploma if, in addition, they complete additional 4 credits during the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

iii) UG Degree: Students who wish to undergo a 3-year UG programme will be awarded BSW Degree after successful completion of three years, securing minimum 132 credits and satisfying the other academic requirements.

iv) UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters cumulatively and wish to undertake research at the undergraduate level can choose the research stream in the fourth year. They should do a research project/ dissertation under the guidance of a faculty member of the College. They shall be awarded BSW (Honours with Research) after successful completion of four years, securing minimum 160 credits and satisfying the other academic requirements.

R. 301. O: Grading and ATKT System

i) The college follows the 10 Point Grading System:

Marks out of 50	Marks out of 100	Grade Points	Grade	Performance
40 & Above	80 & Above	10	O	Outstanding
35-39.99	70 – 79.99	9	A+	Excellent
30-34.99	60 – 69.99	8	A	Very Good
28-29.99	55 – 59.99	7	B+	Good
25-27.99	50 – 54.99	6	B	Above Average
23-24.99	45 – 49.99	5	C	Average
20-22.99	40 – 44.99	4	D	Pass
Less than 20	Less than 40	0	F	Fail

ii) Those students who fail in up to 4 courses across both semesters (excluding Field Work) in an academic year, will be 'Allowed to Keep Terms' (ATKT) and appear for the Additional Examination(s) in the subsequent semester. An unsuccessful candidate who has obtained 40 percent of the full marks in a subject/s may be given an exemption from appearing in those subject/s at the subsequent examination and will be declared to have passed the respective semester-end examination when the candidate has passed in the remaining subject/s. Those students who fail in more than 4 courses across both semesters in an academic year will be declared failed in that academic year. Those students who do not register for the additional ATKT Exams within the stipulated period (15 days of the declaration of the results) will not be permitted to appear for the concerned examination delay in registration will result in late fee as per the University norms.

Note: However, a candidate who has obtained 40 percent or more of the full marks in Field Work may claim the exemption in Field Work. A student in Bachelor of Social Work who has not cleared Semesters I, II, III, and IV will not be allowed to appear for the Semesters V and VI Examination.

Abbreviations:

- Generic/ Open Electives: OE
- Vocational Skill and Skill Enhancement Courses: VSEC
- Vocational Skill Courses: VSC
- Skill Enhancement Courses: SEC
- Ability Enhancement Courses: AEC
- Indian Knowledge System: IKS
- Value Education Courses: VEC
- OJT: On Job Training: Internship/ Apprenticeship
- Field projects: FP
- Community engagement and service: CEP
- Co-curricular Courses: CC
- RM: Research Methodology
- Research Project: RP

Note:

1. Open Electives - An elective course chosen generally from an unrelated discipline/subject, to seek multidisciplinary exposure which are offered by the college or by SWAYAM or any other recognised Institute.
2. On exiting after three years of Undergraduate education, a student can further pursue a Postgraduate degree, requiring the successful completion of four semesters (2 years) of advanced course work along with research projects in their domain of specialization.
3. After completing the fourth year of Undergraduate education, a student can further pursue a Postgraduate degree, requiring the successful completion of two semesters (1 year) of advanced coursework along with research projects in their domain of specialization.

BSW Curriculum as per NEP 2020

			Certificate (NHEQF level 4.5)	
Semester	**Course Category**	**Course Code**	**Course Title**	**Credits**
I	**Major**	**Major 101**	**Introduction to Social Work**	**2**
		Major 102	**Field Work -I**	**4**
	Open Electives	**OE 101**	**Health and Nutrition Or SWAYAM or Any Other**	**2**
		OE 102	**Introduction to Psychology Or SWAYAM or Any Other**	**2**
	Vocational Skill	**VSC 101**	**Orientation to Field Practicum**	**2**
	Skill Enhancement	**SEC 101**	**Environment Studies**	**2**
	Ability Enhancement	**AEC 101**	**English- I**	**2**
	Vocational Enhancement	**VEC 101**	**Professional Values and Ethics**	**2**
	Indian Knowledge System	**IKS 101**	**Indian Knowledge System in Social Work Profession**	**2**
	Co-curricular	**CC 101**	**Wellness and Yoga**	**2**
			Total Credits	**22**

II	**Major**	**Major 103**	**Social Work Practice with Individuals and Family**	**2**
		Major 104	**Field Work- II**	**4**
	Minor	**Minor 101**	**Individual and Family Interventions**	**2**
	Open Electives	**OE 103**	**Introduction to Sociology Or SWAYAM or Any Other**	**2**
		OE 104	**Human Growth and Development Or SWAYAM or Any Other**	**2**
	Vocational Skill	**VSC 102**	**Life Skills Education**	**2**
	Skill Enhancement	**SEC 102**	**Media Skills**	**2**
	Ability Enhancement	**AEC 102**	**English- II**	**2**
	Vocational Enhancement	**VEC 102**	**Information and Communication Technology**	**2**
	Co-curricular	**CC 102**	**Introduction to Creative Arts**	**2**
			Total Credits	**22**

			Diploma (NHEQF level 5)		
III	Major	Major 201	Social Work Practice with Groups	2
		Major 202	Field Work-III	4
		Major 203	Social Work Practice with Communities	2
	Minor	Minor 201	Contemporary Development Studies	4
	Open Electives	OE 201	Introduction to Economics Or SWAYAM or Any Other	2
	Vocational Skills	VSC 201	Social Entrepreneurship	2
	Ability Enhancement	AEC 201	Hindi	2
	Field Project	FP 201	Participatory Rural Appraisal	2
	Co-curricular	CC 201	Theatre Skill	2
			Total Credits	22

IV	Major	Major 204	Social Work Research - I	2
		Major 205	Social Welfare Administration	2
		Major 206	Field Work-IV	4
	Minor	Minor 202	Rural and Urban Studies	4
	Open Electives	OE 202	Introduction to Political Science Or SWAYAM or Any Other	2
	Ability Enhancement (*Students to choose between AEC 202 and AEC 203)	AEC 202	Marathi Or	2
		AEC 203	Sign Language	2
	Skill Enhancement	SEC 201	Basic Counselling	2
	Community Engagement	CEP 201	Group Work in Different Settings	2
	Co-curricular	CC 202	Project Management	2
			Total Credits	22

BSW Degree (NHEQF level 5.5)				
V	Major	Major 301	Social Work Research Part II	2
		Major 302	Integrated Social Work Practice	4
		Major 303	Field Work- V	4
	Major Electives	ME 301	Women Studies	4
	Minor	Minor 301	Social Exclusion and Inclusion	4
	Vocational Skills	VSC 301	Disability and Community Based Rehabilitation	2
	Field Project	FP 301	Informal Sector	2
			Total Credits	22

VI	Major	Major 304	Peace Education	2
		Major 305	Human Rights and Law	4
		Major 306	Corporate Social Responsibility	4
	Major Electives	ME 302	Child Rights	4
	Minor	Minor 302	Mental Health	4
	On Job Training	OJT 301	Field Work Internership	4
			Total Credits	22

BSW SEM VII Honours with Research Degree - NHEQF Level 6				
	Type of Course/ Course Title	*Course Code*	*Credit*	*Marks*
1	Major: Social Policy and Advocacy	Major 401	4	100
2	Major: Field Work- I	Major 402	4	100
3	Major: History and Philosophy of Social Work	Major 403	2	50
4	Minor: Advanced Research Methodology	Minor 401	4	100
A	Major Elective: Health and Social Work (or)	ME 401 Or	4	100
B	Major Elective: Family Centred Practice	ME 402		
5	RP: Research Project- Part 1	RP 401	4	100
	Total Credits		**22**	**550**

BSW SEM VIII				
	Type of Course/ Course Title	*Course Code*	*Credits*	*Marks*
1	Major: Management of Non-Profit Organizations	Major 404	4	100
2	Major: Field Work- II (of MSW Semester 2)	Major 405	4	100
3	Major: Software for Data Analysis	Major 406	2	50
A	Major Elective: Sustainable Development (or)	ME 403 Or	4	100
B	Major Elective: Education and Development	ME 404		
4	RP: Research Project- Part 2	RP 402	8	200
	Total Credits		**22**	**550**

Semester-I

Level	Semester	Course Category	Course Code	Course Title	Credits
4.5	**I**	Major	Major 101	Introduction to Social Work Methods	2
			Major 102	Field Work - I	4
		Open Electives	OE 101 OE 102	Health and Nutrition Introduction to Psychology	2 2
		Vocational Skill	VSC 101	Orientation to Field Practicum	2
		Skill Enhancement	SEC 101	Environment Studies	2
		Ability Enhancement	AEC 101	English - I	2
		Vocational Enhancement	VEC 101	Professional Values and Ethics	2
		Indian Knowledge System	IKS 101	Indian Knowledge System in Social Work Profession	2
		Co-curricular	CC 101	Wellness and Yoga	2
		Total Credits			**22**

Program	BSW (Revised 2023)
Course Code	Major 101
Course Title	Introduction to Social Work Methods
Semester	Semester - I
Credits	Two

Rationale for the course:

This course is designed to provide foundational knowledge and orientation to students entering the field of social work. It introduces learners to the core values, ethics, and principles that define the social work profession. The course emphasizes the significance of both primary (direct) and secondary (indirect) methods of practice, helping students to understand their application in real-world settings. Through this course, learners will gain insight into various intervention techniques and the professional roles of social workers, preparing them for effective participation in fieldwork practicum.

Course Objectives:

- Introduce the learner to core principles of the social work profession and their relevance in addressing individual and societal needs.
- Describe the role of social work as a profession and its relevance in contemporary society.
- Develop foundational intervention skills applicable in various social work settings, including work with individuals, families, groups, and communities.
- Distinguish primary (direct) and secondary (indirect) methods of social work and understand their application in fieldwork and professional practice

Learning Outcomes:

Co 1 Demonstrate proficiency in applying basic intervention skills across diverse social work settings, including individual, family, group, and community contexts.
Co 2 Apply and uphold core Social Work Principles in both practical and theoretical scenarios, reflecting professional ethics and values.
Co 3 Discuss the direct practice methods with individuals, families, groups, and communities, recognizing their significance and appropriate intervention strategies.
Co 4 Elaborate the role of indirect methods- including research, administration, and social action-in enhancing the effectiveness of direct social work interventions across various settings.

Course Content:

Unit	Title	Contents	Essential Reading
I	Social Work Profession and Principles	Definition and meaning of Social Work Goals of social work: promoting social change, problem-solving, and empowerment Origins of social work: from charity to profession- Global and Indian context Principles of Social Work: Acceptance**,** Individualization**,** Self-determination**,** Confidentiality**,** Controlled emotional involvement**,** Non-judgmental attitude**,** Purposeful expression of feelings**,** Client participation and empowerment	Devi, R., & Prakash, R. (2000). Social Work Practice, Jaipur: Mangal Deep Publications. Dubois, B., Miley, K.K. Third Edition (2008). Social Work – An Empowering Profession. London: Allyn and Bacon. Y. Ronald, S. Malar, P.V. Laavanya. (2013). Social Work: An Introductory Text Book. Regal Publications, New Delhi
II	Orientation to Primary and Secondary Methods of Social Work	Direct Social work practice with: • Individuals • Families • Social groups • Community Indirect practice: • Administration • Research • Social Advocacy/ action Professional Roles and Functions of Social Workers: • Enabler, advocate, broker, mediator, educator, facilitator, researcher • Interdisciplinary collaboration and teamwork in various settings	Sheafor, B.W., Horejsi, C. (1997). Techniques and Guidelines for Social Work. (4th edition). London: Allyn and Bacon. Stepney, P., & Thompson, N. (2018). Social work theory and methods- the essentials. Sheeja, K., Kimura, M., & Paul, N. (2022). Best Practices of Social Work Methods: Contextual Examples & Reflections from the Field

Program	BSW (Revised 2023)
Course Code	Major 102
Course Title	Field Work - I
Semester	Semester - I
Credits	Four

Learning Outcomes:

Co 5 Orient oneself to the fieldwork agency's structure, functions, and target populations, demonstrating an understanding of its role within broader socio-economic and cultural contexts.

Co 6 Analyze key social issues addressed by the organization, and evaluate the relevance and effectiveness of its interventions in response to community needs.

Co 7 Establish and sustain purposeful professional relationships with individuals, groups, and communities, while engaging collaboratively with stakeholders within the organization.

Co 8 Demonstrate teamwork and communication skills by actively participating in program planning and implementation, utilizing various media tools and approaches to support organizational goals.

Assessment: As per field work manual

Program	BSW (Revised 2023)
Course Code	OE 101
Course Title	Health and Nutrition
Semester	Semester - I
Credits	Two

Rationale for the Course:

Based on the holistic concept of Health, the course recognizes the role of social, cultural, political, and economic factors in influencing the Health and wellness of individuals. Health is integrally related to processes of development and inequality, poverty, exploitation, violence, and injustice are at the root of ill health and malnutrition, especially for the poor and marginalized. The course aspires to enable social work practitioners in helping individuals and communities to attain the highest possible level of health and well-being through proper nutrition.

Nutrition is an important factor responsible for health and wellness. Both health and nutrition are vital components that contribute to the nation's development. Hence, this course aims to enable the learners to develop a holistic and multidimensional understanding of Health and Nutritional issues in India and understand the link between them.

It also enables them to use the knowledge and skills of Community health education to take up leadership roles in extension activities and community outreach programs related to nutrition, health, and wellbeing. The learners are encouraged to develop a scientific temper towards helping communities in terms of guiding them to enhance their nutritional levels and thus move towards good health and well-being.

Course Objectives:

- To understand the bio-psychosocial model of health.
- To understand the link between health and nutrition.
- To develop an understanding of the concept of Community Health, Health Education, and Health Action and use it for planning community education programs related to health, wellness, and nutrition.
- To understand the importance of nutrients, a balanced diet, and low-cost meal in the context of malnutrition among vulnerable groups in India.

Learner Outcomes:

Co 9   Discuss the bio-psychosocial model of health and make linkage between health and nutrition with a special focus on vulnerable groups.

Co 10 Deliberate on various factors affecting health and nutrition and the vicious cycle of malnutrition.

Co 11 Analyse the functions of nutrition concerning various nutrients, the importance of food groups, the food pyramid, meal planning, and low-cost food to address the issue of malnutrition.

Co 12 Demonstrate skills in preparing Information Education Communication (IEC) material on health and nutrition education, community maps, and concept note for planning and implementing health and nutrition programmes in the field of community health.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Health	Concept and Definition of Health Biopsychosocial Model of Health - Biomedical, Ecological, Psycho-social, Holistic concepts Determinants of Health in India Difference between Community Health and Public Health Concept, methods, and Principles of Health Education Nutritional Programmes in India (POSHAN Abhiyan, ICDS Scheme, Matru Vandana Yojana, Programmes to fight nutrient deficiencies)	K. Park. (2019) Textbook of Preventive and social medicine (25 Edition). Jabalpur: Bhanot Publishers Mahajan, G. (2013). Preventive and Social Medicine New Delhi: Jaypee Brothers Medical publishers (p) Ltd James, F., Jerome, E. and Robert, R. (2008) An Introduction to Community Health. Boston: Jones and Bartelett Michele, I. (2004). Health Program Planning and Evaluation: A Practical,

Unit	Title	Contents	Essential Reading
			Systematic Approach for Community Health, London, Jones and Bartlett Publishers.
II	Introduction to Nutrition	Nutrition: Definition of Nutrition and its relation to health, Functions of foods Types of Nutrients: Source and functions, The food pyramid, My Food Plate and Balanced Diet Meal planning: Meal planning on using locally available low-cost foods for improving one's diet Malnutrition: Definition of malnutrition, vicious cycle of malnutrition, and factors affecting malnutrition: (biological, socioeconomic, customs, superstitions and gender, caste; the influence of maternal nutritional status resulting in malnutrition).	Pant, K.C. (2011). The Nutritive Value of Indian Foods, NIN, ICMR, Hyderabad, India Viya, C., Rao, D A textbook of Nutrition. (2019): New Delhi, Discovery Publishing House Joshi, S. (2015) Fourth edition. Nutrition and Dieticians with Indian Case Study. New Delhi: McGraw Hill Education (India) Lankester, Ted (2007) Setting up Community Health Programmes: A Practical Manual for Use in Developing Countries.UK: Macmillan Publishers Limited.

Program	BSW (Revised 2023)
Course Code	OE 102
Course Title	Introduction to Psychology
Semester	Semester – I
Credits	Two

Rationale for the Course

The course on Introduction to Psychology focuses on enabling the students to understand the field of psychology as a field related to social work giving an insight on understanding different Psychological theories. The Purpose of the course is to introduce the students to the theoretical postulations in psychology and its relevance in understanding human behaviour. The theoretical orientation of the course will emphasize on the major psychological theories such as Psychoanalytic Theories, Behavioristic theories and Humanistic theories. These theoretical perspectives will enable students to understand the psychological dimensions while working with the client systems and to apply the same in field work.

Course Objectives:

- To develop an understanding of the various fields in psychology
- To provide an overview on principles of growth, and the role of nature and nurture in growth and development.
- To develop an understanding of various Personality theories

Course Outcomes

Co 13 Demonstrate an understanding of psychology and different approaches to personality development.

Co 14 Analyze and differentiate various personality theories and their application in human behavior.

Co 15 Apply personality theories to real-life situations and psychological case studies.

Co 16 Evaluate the relevance of personality theories in contemporary psychological and social work practice**.**

Course Content:

Unit	Title of the Unit	Contents of the Unit	Readings
I	Introduction to Psychology	Introduction to Psychology and the Different Fields of Psychology Different Approaches to Understanding Personality: Type Approach: Categorizing individuals into distinct personality types Hippocrates' Four Temperaments Sheldon's Somatotype Theory Jung's Personality Theory Trait Approach: Measuring personality on a continuum Allport's Theory Cattell's 16 Personality Factors Eysenck's PEN Model (Psychoticism, Extraversion, Neuroticism) The Big Five Personality Traits	Feldman, R. S. (1997). *Understanding Psychology*. McGraw Hill. Lahey, B. A. (1998). *An Introduction to Psychology* (6th ed.). Tata McGraw Hill. Morgan, C. T. (2017). *Introduction to Psychology* (7th ed.). McGraw Hill Education. Atkinson, R. L., & Hilgard, E. R. (2000). *Introduction to Psychology* (14th ed.). Harcourt Brace. Mangal, S. K. (2007). *General Psychology*. Sterling Publishers. Eysenck, H. J. (1998). *Personality: Theories and Applications*. Routledge.
II	Introduction to Theories of Personality	Freudian Model of Psycho Sexual Development Erickson's Model of Psycho Social Development Behavioristic Theories of Development -Classical and	Feldman, R. S. (1997). *Understanding Psychology*. McGraw Hill. Lahey, B. A. (1998). *An Introduction to Psychology* (6th ed.). Tata McGraw Hill.

		Operant Conditioning	Mitchell, P., & Ziegler, F. (2007). *Fundamentals of Development: The Psychology of Childhood*. Psychology Press.
		Humanistic Theories of Development -Abraham Maslow	
			Santrock, J. W. (2012). *Life Span Development* (13th ed.). McGraw Hill.
		Application of the psychological theories in social work context	
			Hall, C. S. (1954). *A Primer of Freudian Psychology*. Harper & Row.

Program	BSW (Revised 2023)
Course Code	VSC 101
Course Title	Orientation to Field Practicum
Semester	Semester - I
Credits	Two

Rationale for the course:

Field Work Practicum is an essential component of the Social Work curriculum and pedagogy. The rationale of Fieldwork is to orient and expose students' social problems that lead to marginalization and oppression and to critically analyze the interventions of various organizations in addressing these problems. Students learn to integrate their classroom learning with field experiences. Fieldwork placement aims at ongoing learning through the integration of theoretical constructs into practice which provides an opportunity to develop intervention skills in real-life situations. In structuring the fieldwork, the essence of learning has been of making it incremental over the six semesters.

Course Objectives:

- The learner will be able to understand the concept and place of fieldwork in Social Work Education
- The learner will be able to explore the role of Social Workers in different settings
- The learner will be able to develop basic skills and techniques in need assessment and documentation of Fieldwork experiences.

Learning Outcomes:

Co 17 Define key concepts and principles of fieldwork in social work.
Co18 Describe the different responsibilities and functions of a social worker in diverse environments.
Co 19 Demonstrate the ability to conduct non-participatory observations and fact-finding tools in a social work setting.
Co 20 Develop basic skills and techniques in need assessment, community mapping and documentation of Fieldwork experiences.

Course Content:

Unit	Title	Content	Essential Readings
I	Fieldwork Practice And Ethics	Fieldwork Learning Plan: Need and Importance; Planning for Programmes: Objectives and Process; Participative Techniques in Field Work: Social and Resource Mapping; Ethical Considerations: Sense of Responsibility, Commitment, and Conduct; Fieldwork and Record Writing-Record Writing: Purpose and Importance; Record Writing: Different Styles; Record Writing: Orientation and Concurrent Field Work Report Writing; Field Work Recording templates while working with Individuals, Group, and Community	Subedar, I. S. (2001). Field Work Training In Social Work. Jaipur: Rawat Publications Verma, R.B.S. and Singh, A. P. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company. Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
II	Skills and Techniques in Fieldwork	Rapport Building, Observation, and Analysis The survey, home visits, observation, listening, interview, Community Mapping, report writing, and recording skills Use of Programme Media and Mass Media Utilising all the basic skills in the field work situation and reflecting	Jones, N., and Richard. (1994). Human Relations Skills. Mumbai: Better Yourself Books Sheldon, B., Macdonald, G. (2010). A Textbook of Social Work. London: Routledge.

Program	BSW (Revised 2023)
Course Code	SEC 101
Course Title	Environment Studies
Semester	Semester – I
Credits	Two

Rationale for the course:

For the last four decades, several environmental problems such as pollution, global warming, ozone layer depletion, acid rain, deforestation, and desertification have remained a major focus of scientists, policymakers, and the common public across the world. These problems are perceived as the major threats to the life-supporting environment of the earth, thus making our survival on the planet increasingly unsafe. To tackle these challenges, holistic knowledge about working in our life-supporting environment and a thorough understanding of the dynamics of these problems become imperative. Social workers can play an important role in engaging with environmental social work.

Course Objectives:

- To understand basic concepts, terminology, and various environment issues impacting human beings.
- To develop basic skills and knowledge to work with individuals, groups, and communities to plan interventions in areas of environmental issues.
- To develop skills required to research and analyse environmental issues scientifically and learn how to use those skills in applied situations such as careers that may involve environmental problems and/or issues.

Learning Outcomes:

Co 21 Comprehend basic concepts, terminology, and matters of environmental concern
Co 22 Analyse current environmental issues scientifically
Co 23 Outline the laws and programs for prevision of environmental degradation in India
Co 24 Apply basic skills in assessment of environmental situation in the locality.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Environment Studies Understanding Natural Ecosystem and its Misuse	Defining Environment, Bio sphere, Habitat and Ecology; Ecosystem, Biodiversity, food chain/web Conceptualising Global Warming, Climate Change, Ozone layer depletion and acid rain	Erach, B. (1998). The Biodiversity of India. Ahmedabad: Mapin Publishing Pvt. Ltd. Hugget, R.J. (2014). Natural History of Earth; Debating Long-Term Change in the Geosphere and Biosphere.

		Air, Water, Land, Forest, Mineral, Food Resources, and Climate. Destruction, Depletion, and Exploitation of Resources. Impacts: Acid Rains, Avalanches, Melting of Glaciers, Climate Change	Verdier, A.J., Lacy, W. J., Pawlowski, L., (2000). Chemistry for the Protection of the Environment. Canada: Elsevier Science Pub. Co. Agarwal, K.C. (2001). Environmental Biology. Bikaner: Nidi Publishers Ltd.
II	Government and NGO Interventions to safeguard environment and natural resources	Legislations and Conservation Interventions by Government Civil society engagements about the Environment: Save Flamingo, Save Mangroves, Save Aarey, Beach Cleaning Drives, Eco-Tourism	Trivedy, R.K. (2010). Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I (3rd edition). B.S. Publishers. Jadhav. H., Bhosale, V.M. (1995). Environmental Protection and Laws. Delhi: Himalaya Pub. House.

Program	BSW (Revised 2023)
Course Code	AEC 101
Course Title	English- I
Semester	Semester - I
Credits	Two

Rationale of the Course

English is a global language, widely used for both informal and formal communication across various contexts. As social work professionals prepare to engage with diverse communities and address complex societal issues, developing proficiency in English is crucial for effective communication. In addition to technical knowledge, social workers must possess the skills to interact with clients, colleagues, and organizations on a global scale. English, therefore, becomes an essential skill for social workers, enabling them to navigate modern challenges in an increasingly interconnected world. The English course in the Bachelor of Social Work program serves as a foundational step in equipping students with the language skills needed for both personal and professional interactions, thus preparing them for the evolving demands of the social work field.

Course Objectives:

- Learner will be able to demonstrate foundational skills in English for everyday communication by identifying and using basic vocabulary, greetings, and simple sentence structures for both social and professional interactions in social work contexts.

- The learner will be able to analyze and engage in professional conversations, describe social issues in English by utilizing appropriate vocabulary and phrases, and by producing clear, simple written communication in social work settings.

Course Learning Outcomes:

Co 25 Demonstrate basic English communication skills including pronunciation, greetings, self-introduction, and everyday conversational phrases relevant to social contexts.

Co 26 Apply listening and writing skills to comprehend simple dialogues and construct grammatically correct sentences and short paragraphs used in social work settings.

Co 27 Use appropriate professional English expressions for initiating and maintaining interactions with clients, colleagues, and service users in a social work environment.

Co 28 Recognize and use basic social work-related vocabulary and terminology to describe social issues, engage in discussions, and interpret short texts relevant to the field

Unit	Content	References
Unit 1 Basics of English for Social Work	Introduction to basic English • Pronunciation and alphabets; Focus on sounds, vowels, consonants, and basic word stress. • Common Greetings and Self Introduction. • Socialising in English; Simple phrases for polite conversation: Asking about well-being, giving greetings, and responding to common questions, Making small talk: Talking about the weather, current events, and personal interests. Listening Comprehension and basic writing • Short audio clips or dialogues of everyday conversations. • Writing simple sentences and short paragraphs; Focus on proper sentence structure: Subject + Verb + Object.	Bottomley, J. (2010). *English for social work*. Palgrave Macmillan. DK. (2019). English for everyone: English grammar guide. DK. Adelson-Goldstein, J., & Shapiro, N. (2008). Oxford picture dictionary (2nd ed.). Oxford University Press.

Unit 2 English for Professional Social Work Interaction	Professional Greetings and Introductions	Edwards, R. L. (2005). English for social work: A workbook for practice. Pearson Education.
	• How to greet a service user or colleague in a professional setting • Simple phrases for starting and continuing conversations with clients. • Building rapport: Asking simple questions, listening actively, and showing empathy. Describing Social Issues in English • Vocabulary and phrases for talking about social problems (e.g., poverty, child welfare, education, health care). • Reading and discussing short texts related to social work issues (e.g., case studies, reports). • Basic understanding of social work terminology: "intervention," "assessment," "support services," "casework," etc.	Johnson, B. L. (2007). Basic English for social workers. Allyn & Bacon.

Program	BSW (Revised 2023)
Course Code	VEC 101
Course Title	Professional Values and Ethics
Semester	Semester - I
Credits	Two

Rationale for the Course:

It is important to help learners to develop professional values and ethics prior to entry into the social work workforce. As the individual values and ethics may differ depending on many factors including one's culture, religion, family, it will take time to develop or change mindset as per professional requirements. Various approaches to professional values and ethics education have been adopted across disciplines, such as law, medicine, and business. In social work education, for instance, experiential learning approach is necessary for students to encompass knowledge of professionalism, values and ethics. Hence active learning and problem-based approach such as case studies, role-playing, group discussions shall be used in this course as strategies of teaching professional values and ethics.

Course Objectives:

- To create an awareness on Professional Ethics and Human Values.
- To help learner identify the multiple ethical interests at stake in a real-world situation or practice
- To create awareness on assessment of safety and risk before taking decision which has ethical implications

Learner Outcomes:

Co 29 Discuss the concept of Profession in social work and its status with respect to India

Co 30 Describe the implication of Values with reference to Social Work practice.

Co 31 Identify an ethical issue in the subject matter under investigation or in a relevant field

Co 32 Demonstrate ethical decision-making utilising tools of decision making in ethical dilemmas

Course Content:

Unit	Title	Contents	Essential Reading
I	Concept of Profession and Values in Social Work	Concept of profession Attributes of a profession Professional status of social work From occupation to profession trajectory / Efforts by Associations for professionalising social work General human values Three core values of social work: Implication of values drive practice	Dubois, B., & Miley, K. (1999) Social Work: An empowering Profession. London: Allyan and Bacon Narayan, L. (1996). Values and Ethics in Social Work, *Perspectives in Social Work*, 11 (3), 2-9. Reamer, F.G. (1998). Ethical Standard in Social Work: Washington, DC: NASW Press
II	Decision Making in Ethical Dilemmas	Key concepts: Consent, Capacity, Disclosure, Voluntariness, Truth Telling, and Confidentiality NASW, IFSW, and BATSW Ethical Guidelines with special reference to social worker's ethical responsibilities towards clients Tools for ethical decision making in social work	Singer, P., & Viens, A. (2008). Bioethics. New York: Cambridge University Press (Pp. 11-50) Joseph, J, & Fernandes, G (2006) An Enquiry into Ethical Dilemmas in Social Work. Mumbai: College of Social Work, Nirmala Niketan

Program	BSW (Revised 2023)
Course Code	IKS 101
Course Title	Indian Knowledge System in Social Work
Semester	Semester - I
Credits	Two

Rationale for the Course:

The course Indian Knowledge System in Social Work Profession will orient the learners toward the profession of social work tracing its origin and historical evolution in the Western and Indian context. It will give the learner an understanding of some of the significant social reformers in India and their contributions in the development of the social work practice in India. The learner will be oriented towards the Contemporary trends in Social Work practice In India.

Course Objectives:

1. The learner will get an insight to the global evolution of Social Work.
2. The learner will develop an understanding of the Indian context of Social Work through the pre-colonial, colonial and post-colonial periods.
3. The learner will study about some significant Indian Social reformers and their contribution to the development of social work practice in India.
4. The learner will gain knowledge of contemporary trends in Social Work practice In India.

Learner Outcomes:

Co 33 Describe the global evolution of Social Work
Co 34 Contextualise Social Work from the Indian perspective
Co 35 Categorize some of the significant Indian social reformers and their contributions in the development of the social work practice in India
Co 36 Analyse contemporary trends in Social Work practice In India

Course Content:

Unit	Title	Contents	Essential Reading
I	Social Reformers and Ideological background of social work in India	Evolution of Social Work in the West: Intervention methodology of Mary Richmond Evolution of Social Work in India: Ancient Medieval and Modern Period Social Reformers and their contribution to Social Work in India: Jyotirao Phule, Savitribai Phule, Chatrapati Shahu Maharaj, Raja Ram	Desai, M. (2002). Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication. Batra, N. (2004) Dynamics of Social Work in India. Jaipur: Raj Publishing house

		Mohan Roy, Swami Dayanand Saraswati, B.R.Ambedkar, M.K Gandhi Rabindranath Tagore, EVR Periyar	
II	Indian Philosophy and Social Work: Some Interfaces	Six schools of Indian philosophy – Mimansa, Nyaya, Vaisesika, Samkhya, Yoga and Vedant; Buddhistic philosophy: Hinayana (realists) and the Mahayana (idealists); Medieval Indian philosophy; Application of IKS in Social Work	Pandya, S. (2016). Indian Philosophy and Social Work: Some Interfaces, International Journal of Philosophy and Social Sciences, 1(1), 1-19

Program	BSW (Revised 2023)
Course Code	CC 101
Course Title	Wellness and Yoga
Semester	Semester - I
Credits	Two

Rationale for the Course:

Health and well-being is integrally related to processes of development and inequality, poverty, exploitation, violence, and injustice are at the root of ill health and malnutrition, especially for the poor and marginalized. The course aspires to enable social work practitioners in helping individuals and communities to attain the highest possible level of health and well-being through yogic and wellness practices. The course will provide a practical aspect of learning yoga and wellness practices. Yoga provides an individual with a number of health benefits. It also can be very beneficial in improving the overall health and well-being of persons in the community. This course will help the learner to get an insight into the origin, principles, aims and objectives of yoga. It will also enable the learner to understand and practice some of the basic yoga asanas and their benefits. The learner will be able to gain a holistic understanding about one's well-being and the eight dimensions of wellness. Knowledge gained about lifestyle disease, it's management and the management of stress, will allow the learner to conduct community outreach programs which promote the well-being of all.

Course Objectives

To enable the learner to:

- To provide an understanding about wellness and the eight dimensions of wellness.
- To introduce the learner to different lifestyle diseases and stressors and help them understand ways to cope with the same.
- To introduce the learner to fundamental concepts of Wellness and Yoga.
- To help the learner understand the benefits of Yoga for health and wellness.

- To provide the learner with the information related to the Yogic principles of healthy living.
- To familiarize the learner regarding yoga and other activities for developing health and wellness.
- The learner will learn the linkage between yoga, wellness and health.
- To help the learner prepare Information Education Communication (IEC) and training materials to promote well-being of individuals, groups and communities.

Learner Outcomes:

Co 37 Discuss different lifestyle diseases and stressors, reflect ways to cope with the same, and plan community interventions.

Co 38 Distinguish concepts of Wellness and Yoga and provide insight into the benefits of the same.

Co 39 Demonstrate basic yoga activities for healthy living.

Co 40 Analyse the link between yoga, wellness and health

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Wellness	Introduction to Wellness; Eight Dimensions of Wellness; Lifestyle Disease and it's Management Unhealthy lifestyle choices & Sedentary lifestyle Substance Abuse and its impact on wellness Stress Management and Relaxation Techniques Importance of positive social relationships for well-being	Hales, D. (2021). *An invitation to health* (19th ed.). Cengage Learning. Insel, P. M., & Roth, W. T. (2022). *Connect core concepts in health: Brief version* (17th ed.). McGraw-Hill Education. Edlin, G., & Golanty, E. (2022). *Health and wellness* (13th ed.). Jones & Bartlett Learning. Donatelle, R. J. (2019). *Health: The basics* (13th ed.). Pearson.
II	Introduction to Yoga and Yogic Practices	Yoga: its origin, meaning and definitions Yogic principles of healthy living Yoga: Its aim, objectives and misconceptions Yoga Asana: Principles, practices and their health benefits Suryanamaskar: Principles, practices and their health benefits Meditation and Pranayama Preparing IEC or training modules on Yoga and Wellness	Gharote, M (2003). Applied Yoga. Kaivalyadham, Lonavala Chandrasekaran, K. (1999). Sound Health Through Yoga. Kalyan Publications. Sedapatti Shrikrishna (1985). Essence Of Pranayama. Kaivalyadhama I.C.Y. Health Centre, Bombay

Unit	Title	Contents	Essential Reading
		practices with different target groups *# Workshop on Yoga and Fitness* *# Workshop on Holistic Wellbeing, Health and Nutrition Awareness*	

Semester - II

Level	Semester	Course Category	Course Code	Course Title	Credits
4.5	II	Major	Major 103	Social Work Practice with Individuals and Families	2
			Major 104	Field Work- II	4
		Minor	Minor 101	Individual and Family Interventions	2
		Open Electives	OE 103 OE 104	Introduction to Sociology Human Growth and Development	2 2
		Vocational Skill	VSC 102	Life Skills Education	2
		Skill Enhancement	SEC 102	Media Skills	2
		Ability Enhancement	AEC 102	English- II	2
		Vocational Enhancement	VEC 102	Information and Communication Technology	2
		Co-curricular	CC 102	Introduction to Creative Arts	2
		Total Credits			**22**

Program	BSW (Revised 2023)
Course Code	Major 103
Course Title	Social Work Practice with Individuals and Families
Semester	Semester - II
Credits	Two

Rationale for the Course:

Social work Practice with Individuals and Families is a practice course that prepares undergraduate learners for generalist practice with individuals and families as frontline workers in the context of their social environments. Drawing on person-in-environment and strengths-based perspectives, this course assists learners with the knowledge, skills and values necessary to engage in the problem-solving process at the micro level of practice. Within ecological model, this course helps learners to appreciate changing realities of families in Indian context using family life-cycle approach.

Course objectives:

Enable learners to

- Gain understanding of human behaviour and issues arising in the lives of individuals and families in their social environments.
- Analyse and apply set of ethical principles inherent in social work profession.
- Learn about problem-solving approach to practice the processes of engagement, assessment, intervention and evaluation at the micro level of practice;
- Analyse diverse families using family systems and family life-cycle approach.

Course Outcomes:

Co 41 Demonstrate use of principles of social work while working with individuals and families.

Co 42 Discuss the strengths and challenges in their social environment which guides individuals and families in the problem-solving process.

Co 43 Apply all skills of problem-solving process: intake and engaging, meaningful assessment of the problem situation, developing plan of intervention, carrying out psychosocial interventions, evaluation, termination and follow-up.

Co 44 Prepare action-plan to intervene at micro-level using range of psycho-social interventions with individuals and families.

Course Contents:

S.No	Unit and Title	Sub Topic	Essential Readings
I	Overview of method	Overview: Concept of SW with Individuals & Families Principles of Work with Individuals and Families 5Ps- Person, Place, Problem, Process, Professional Use of Self in social work practice Families in India- Evolving nature of families Understanding Family as system & Family life cycle approach	Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi, 2010 Helen Harris Perlman, Social Case Work: A Problem-Solving Process, University of Chicago Press, 1957 Desai, M. (2011). A Rights-Based Preventive Approach for Psychosocial Well-being in Childhood. Springer Prasad Devi.B, Juvva Srilatha & Nayar Mahima (eds.) (2020). The Contemporary Indian Family: Transitions and Diversity. Routledge, London & New York
II	Problem-solving Process	Overview of Problem-solving Process: Phases of Problem-solving process: Intake and Engagement, Assessment, Intervention, Termination and Evaluation, Follow-up Types of Psychosocial interventions with individuals and families	An Introduction to Social Casework by Grace Mathew , TISS, 1992 Psychosocial First Aid for children affected by Covid-19: A manual for First Responders, NIMHANS

Program	BSW (Revised 2023)
Course Code	Major 104
Course Title	Field Work- II
Semester	Semester - II
Credits	Four

Objectives:

Co 49 Locate the Fieldwork organization in the socio, economic, cultural context.

Co50 Demonstrate basic skills for understanding the social issues addressed by the organization

Co 51 Build purposeful relationships within the organization and with the persons, they engage with.

Co 52 Streamline one's role as a member of a team at all levels. And use different media in organizing programmes for the persons being reached out to by the organization.

Assessment: As per field work manual

Program	BSW (Revised 2023)
Course Code	Minor 101
Course Title	Individual and Family Interventions
Semester	Semester-II
Credits	2

Rationale for the Course:

Individual and Family Interventions course is designed to provide skills-base to students as part of Social Work Practice with Individuals and Families methods course. This course functions as skills laboratory whereby students are not just given theoretical orientation about professional relationship, skills, tools and techniques in micro-practice but are also engaged in hands-on simulation lab sessions to be able to affectively make use of these skills while working with people in their social environment. It is through this process students would also be able to appreciate the significance of recording as a significant tool of working with individual and families.

Course objectives:

- Appreciate the importance of professional relationship in micro-practice, learn about its various features;
- Foster professional attitudes by integrating theoretical knowledge and skills of using tools and techniques in micro-practice
- Engage with diverse individuals and families in their social environment using inter-personal skills;
- Gain understanding and skills of developing different types of recording in practice with individuals and families.

Course outcomes:

Co 45 Demonstrate understanding and application of empathy towards professional well-being of clients;
Co 46 Apply inter-personal and rapport building skills for engaging with diverse client groups;
Co 47 Illustrate basic skills of: motivational interviewing, listening, home-visit and observation;
Co 48 Apply basic supportive and counselling techniques in micro-practice.

Course Content:

S.No	Unit and Title	Sub Topic	Essential Readings
I	Professional relationship in SW Practice with Individuals and Families	Professional Relationship: Significance of professional relationship, Chief features of professional relationship, Differentiation of SW professional relationship and that of other professional relationships Sympathy, empathy and apathy: Instilling empathy towards clients (skills-based sessions)	Helen Harris Perlman, Social Case Work: A Problem-Solving Process, University of Chicago Press, 1957
II	Inter-personal skills, tools and techniques	Inter-personal skills while engaging with individuals and families in their social environment: Intake skills, Effective communication skills, rapport building Use of Creative arts while engaging with children and teenagers Tools- overview and skills-set: Motivational Interviewing observation, Home visits, Reflective listening Techniques: Basic Supportive and counselling techniques in diverse settings, Techniques of Enhancing resources and Environment modification Use of recording as an aid in micro-practice	Mathew, Grace: An Introduction to Social Casework, TISS, 1992 Skills Training for Social Workers: Manual by Sudha Datar, Ruma Bawikar, Geeta Rao, Nagmani Rao, Ujwala Masdekar, 2010

Program	BSW (Revised 2023)
Course Code	OE 103
Course Title	Introduction to Sociology
Semester	Semester - II
Credits	Two

Rationale for the Course:

Sociology is one of the foundation subjects relevant to the profession of social work. It prepares one for a lifetime of change by developing one's appreciation of diversity, love of learning, writing and study skills, and knowledge base about human behaviour, social organization, culture, and social change. Sociology is about people and their interactions; relationships, circumstances, and lives with each other and the profession of social work will always seek to promote that. The course focuses on the interconnectedness of various social concepts, and social structures and their impact on human relations. Sociology as a field related to social work creates a forum where the sociological perspective, sociological concepts, and principles addressed and developed by sociologists are applied in the substantive areas of social work. The Fieldwork in social work provides a platform for the practitioner to engage in the areas such as communities (urban/rural), families, medical and educational institutions, as well as government and non-government organizations.

Course Objectives:

• To understand and analyse Indian society and culture
• To carry out social analysis through the understanding of sociological perspectives.
• To develop an overview of the various social processes and social change taking place in society.
• To equip with theoretical knowledge as a base for social work practice

Learning Outcome:

Co 53 Analyse Indian society, its varied culture, and its impact on various sections of the society.
Co 54 Discuss key sociological theories on social control and change
Co 55 Describe how social structure, culture, and institutions operate in society.
Co 56 Apply sociological knowledge in social work field content.

Course Content:

Unit	Title	Content	Essential Readings
I	Foundations of Sociology and Social Perspectives	Emergence of sociology: Definition and Scope; Basic concepts: Society, Social Systems, Status and Role, Social Stratification, Social Mobility, Social Control, and Social Institutions. Theoretical perspectives: Functionalist, Conflict, and Interpretivism Social processes (Definition and Characteristics): Cooperation, Competition, Conflict, Accommodation, Assimilation, Social change Factors: Physical, biological, cultural, technological, social legislation, education Theory of social change: Sanskritization, Westernization, Modernisation, Post-Modernisation	Rao, S. (2005). Sociology. New York: S. Chand and Company Ltd Srinivas, M. N. (1991). Indian Social Structure. New Delhi: Hindustan Publishing House. Ahuja, R. (1993), Indian Social System, Rawat Publication, Jaipur
II	Culture, Socialization and Contemporary Indian Society	Culture: concept, functions, characteristics, dimensions of ☐ culture Socialization: Definition, Agents of Socialisation (family, peer group, religion, education, mass media) Social Institutions and Identities in Indian Society: • Caste System; • Tribal communities; • Rural and urban societies; • Religious communities; • Gender and Society in India	Rao, S. (2005). Sociology. New York: S. Chand and Company Horten, P, Hunt, C. (1980). Sociology. Tokyo: Mac Grawhill Beteille, A., (2002) Sociology, Oxford University Press: New Delhi

Program	BSW (Revised 2023)
Course Code	OE 104
Course Title	Human Growth and Development
Semester	Semester – II
Credits	Two

Rationale for the Course:

The theoretical orientation of the course will emphasize the major psychological theories related to Development Psychology. The course emphasis will be on the lifespan Approach to development providing insight into the physical, cognitive, and psychosocial components as they relate to each stage of development. These theoretical perspectives will enable students to understand the psychological dimensions while working with the client systems and to apply the same in fieldwork.

Course Objectives:

- To demonstrate an understanding of the concept of Human Growth and Development and its relevance in the field of Social work.
- To develop knowledge on the development milestones and challenges at various stages in the life span: infancy, childhood, adolescence, youth, adulthood, and old age
- To understand the different dimensions of development in terms of cognitive, physical, social, and emotional development, across the human life cycle.

Course Outcomes:

Co 57 Describe the core concepts of human growth and development, including its principles and relevance in the field of social work

Co 58 Identify and explain the key milestones and challenges in physical, cognitive, and psychosocial development across various stages of the lifespan, from infancy

Co 59 Analyze the impact of socio-cultural factors such as family, peers, media, and education on personality development, applying the nature vs. nurture debate to real-life scenarios

Co 60 Compare and Contrast different theoretical perspectives on cognitive, moral, and emotional development, including theories by Piaget, Vygotsky, etc.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Human Growth and Development	Concept of Human Growth and Development; Principles of Human Growth and Development; Nature vs. Nurture Debate The Role of Heredity in Development Environmental Influences: Family, Peers, Media, and Schooling in Personality Development	Berk, L. E. (2010). *Child development* (9th ed.). Prentice Hall. Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood.* Psychology Press. Morgan, C. T. (2017). *Introduction to psychology* (7th ed.). McGraw Hill Education. Dinkar, D. S., & Dinkar, R. K. (2010). *Child development and psychology.* Axis Publications.
II	An Introduction to Developmental Psychology, Stages of Life Span Development and Domains of Human Development	Life Span Development and Domains of Human Growth; Stages of Life Span Development Prenatal Development: Germinal, Embryonic, and Fetal Stages Birth and Infancy: Neonatal Care, Risks, and Challenges Childhood, Adolescence, and Adulthood Major Domains of Human Development: Physical Development; Cognitive Development (Piaget & Vygotsky's Perspectives); Moral Development (Kohlberg's Theory); Emotional Development (Bowlby's Attachment Theory)	Sigelman, C. K., & Rider, E. A. (2022). *Life-span human development* (10th ed.). Cengage Learning. Santrock, J. W. (2012). *Life span development* (13th ed.). McGraw Hill. Feldman, R. S. (2017). *Understanding psychology* (14th ed.). McGraw Hill. Bose, P. (2017). *Child care and child development: Psychological perspective.* ABD Publishers. Husain, N. (2016). *Childhood and growing up.* Shipra Publications. Narah, P. D. (2015). *The evaluation of child psychology.* Aadi Publications.

Program	BSW (Revised 2023)
Course Code	VSC 102
Course Title	Life Skills Education
Semester	Semester - II
Credits	Two

Rationale for the Course:

The course on Life Skills Education is designed to meet the needs of undergraduate learners of Skill Enhancement. As recognized and listed by the World Health Organization, Life skills have become an essential component of curriculum not only in the field of Education but also across a range of industries around the world. Its inclusion in the course work encourages learners to develop their emotional, social and thinking skills which include and are not limited to self-awareness, human emotions, management of stress and anger, empathy, mindfulness and self-esteem, decision making, goal setting and time management, civic skills and social responsibility, cultural awareness and respecting diversity and gender roles.

Course Objectives:

- Providing conceptual clarity about life skills, their significance and encourage their practice in daily life.
- Presenting the three components of life skills (social, emotional and critical & creative thinking) relevant to social workers and various client groups, to build on these aspects of their behavior.
- Motivate learners to not only learn and practice life skills for their self, but also to train stakeholders and client groups to practice them in life.

Leaning Outcomes:

Co 61 Critically reflect on the need for and importance of applying the core life skills in service user's life.
Co 62 Analyze the identification and measurement of the level of their core life skills.
Co 63 Apply the core life skills in their personal, family, professional and social life.
Co 64 Evaluate the impact of application of the core life skills in their personal, family, professional and social life.

Course Content:

Unit	Title	Contents	Essential Reading
I	Significance of Life Skills Education	- Definition, Concept and Importance of Life Skills Education: Contributing to personal, professional growth and to society at large- Values and Citizenship in terms of civic participation, responsible citizenship, peace and harmony anchored in SDGS. - WHO's 10 Life Skills Components (Social Emotional- Thinking). - Relevance of Life Skills Education for Social Work Professionals.	Carroll Deborah (1997). Teaching Your Children Life Skills. New York: Berkley Books. Central Board of Secondary Education (2010). Teacher's manual on Life Skills for classes - IXX [Manual], Delhi. Karen, D. G., & Eastwood A. (2008). (8th Edn.), Psychology for living adjustment, growth and behavior today, New Delhi: Pearson Education Inc.
II	Key Life Skills	- Understanding oneself in the world around. - Managing one's emotions/ feelings - Coping with Stress - Building good Interpersonal relationships - Effective communication - Empathy & Compassion - Critical thinking - Creative thinking - Problem solving and decision making	Self Help Foundation (2022). Emotional Intelligence and Social Skills: The ability to perceive, control, and evaluate emotions. Applications In private and social life. SSN Books. Johnston, V. S., & New Mexico State U. (1999). Why we feel: The science of human emotions. Cambridge, USA: Perseus Publishing. Erin Murphy Graham (Editor), Joan DeJaeghere (Editor) (2022). Life Skills Education for Youth: Critical Perspectives: 5. Springer Publication. Tom Chatfield (2017). Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study. Sage Publications

			De Bono Edward (2010). Lateral Thinking: A Textbook of Creativity. UK: Penguin Publishers.

Program	BSW (Revised 2023)
Course Code	SEC 102
Course Title	Media Skills
Semester	Semester - II
Credits	Two

Rationale for the Course:

Media saturate our daily experiences. This course attends to the structure and consequences of this fact, exploring the economies, cultural forms, political affordances, and material impacts of media as they are evolving today. It focuses specifically on personal experiences and quotidian examples of these larger forces in order to equip students with a critical vocabulary to describe the media through which we live and to better prepare students for further courses in media
studies.

Course Objectives:

Upon completing this course, students will recognize and recall key concepts, tools, and techniques in media production. They will be able to interpret and critically analyze media content, demonstrating a clear understanding of its purpose and impact. Through practical application, they will develop proficiency in photography, reporting, and filmmaking to create effective media content. Students will evaluate the ethical, social, and technical dimensions of media creation while assessing the quality and relevance of media outputs in real-world contexts. By synthesizing their knowledge and technical expertise, they will produce professional-quality media artifacts.

Learner Outcomes:

Co 65 Analyze and apply the core principles of news writing and photography, including news values, story structure, lead writing, and visual framing techniques.
Co 66 Demonstrate the ability to research, plan, and develop documentary projects by identifying relevant subjects, writing treatments, and preparing production schedules.
Co 67 Utilize technical and creative skills in photography and documentary filmmaking, including camera operations, lighting, composition, interviewing, and editing.
Co 68 Produce and present a short documentary film as a collaborative project, incorporating ethical considerations, effective storytelling, and strategies for distribution and exhibition**.**

Course Content:

Unit	Title	Contents	Essential Readings
I	Introduction to News media & Photography	News: definition, function, elements, sources and kinds News values; Essentials of news writing, news story structure, inverted pyramid pattern lead/intro writing and types of lead Press conferences; Press notes Approaches to photography; Selection, Framing the Subject, Light and Form	Creative interviewing : The writer's Guide to Gathering information by Asking Questions; Metzler, Ken, Allyn and Bacon Inc.; 1996 Schaefer, John P., Basic Techniques of Photography, An Ansel Adams Guide: Little Brown and Company, Boston, 1992
II	Documentary Filmmaking	Introduction to Documentary Filmmaking: Evolution, Definition and purpose, Ethical considerations Research and Development in Documentary filmmaking: Identifying subjects (Social, political and historical), research and fact-checking, Pre-Production: Proposal/Treatment/Synopsis writing. Pitching, schedule, locations, characters Visual Storytelling and Cinematic Techniques: cinematography, Framing, composition, and camera movement, Observational filming vs. staged setups Interviewing: exercises, interview analysis. Technical Aspects of Filming: cameras, microphones, lighting Editing and Post-Production: Organizing raw footage, transcriptions, preparing	Bernard, Sheila Curran (2004) Documentary Storytelling for Video and Filmmakers. Burlington, MA: Focal Press

		filmlogs, rough cutting, fine cutting, editing using Final Cut Pro Distribution and Exhibition: licensing and copyright Practical Exercises: Group projects, Developing and producing short documentary films	

Program	BSW (Revised 2023)
Course Code	AEC 102
Course Title	English- II
Semester	Semester - II
Credits	Two

Rationale of the course:

The College conducts instruction in English, with most references and notes provided in the same language. However, many learners come from non-English-speaking backgrounds, making it challenging for them to speak and comprehend the language effectively. To bridge this gap, English is included as a mandatory subject in the curriculum, as mandated by the University of Mumbai. This ensures that students develop the necessary language skills to engage with academic content, communicate confidently, and enhance their overall learning experience.

Course Objectives

- Develop learners' ability to understand and communicate effectively in spoken and written English.
- Enhance learners' proficiency in English for academic and professional purposes.
- Equip learners with the skills to create clear and appropriate documentation for fieldwork and other professional needs.
- Build learners' confidence in using English for interpersonal and organizational communication.

Learning Outcomes:

Co 69 Communicate effectively in spoken English across everyday and professional contexts, demonstrating improved conversational skills and grammatical accuracy.
Co 70 Apply correct grammar, punctuation, and sentence structure in both creative and formal writing, including blogs, stories, essays, and resumes.
Co 71 Comprehend and analyze written texts, identifying central ideas, supporting details, and summarizing content with clarity and cohesion.
Co 72 Edit and refine written content, using appropriate punctuation, cohesive devices, and structure to produce clear, well-organized, and error-free writing

Course Content:

Unit	Title	Content	Essential Readings
I	**Practical Spoken and Written English**	Conversational Skills: Learning to speak and understand English in everyday and professional settings. Correct English Usage: Common grammatical errors, sentence structure, and remedial language skills. Creative Writing: Developing artistic and imaginative writing skills through story writing, essays, dialogue writing, blogging (fashion, travel, food, culture, personal blogs), and preparing a curriculum vitae.	Communication skills in English by Rhoda A Doctor, Aspi H Doctor Communication Skills in English by K. J. Kumar
II	**Comprehension, Punctuation, and Writing Structure**	**Editing and Summarization**: • Headings, headlines, and titles • Capitalization and punctuation (full stop, comma, colon, semicolon, dash, ellipsis, exclamation, and question marks) • Spelling, word substitution, link words, and cohesive devices • Eliminating irrelevant information **Reading and Comprehension**: • Identifying the central idea and supporting details • Summarizing texts effectively **Literary Analysis**: • Short Stories by O' Henry	Short remedial English course Intermediate English grammar by Raymond and Murphy. English Conversation and Practice by D. H. Spencer.

Program	BSW (Revised 2023)
Course Code	VEC 102
Course Title	Information and Communication Technology
Semester	Semester - II
Credits	Two

Course Objectives:

- The learner will be able to recall the history of computers
- The learner will be able to describe the prospects and challenges in internet and information technology
- The learner will be able to demonstrate competence in MS Word, PowerPoint, and Excel
- Exhibit competence in collaborative work and search government schemes for client systems in social work

Learning Outcomes:

Co 73 Identify and recall fundamental concepts and basic functions of MS Word, Excel, and PowerPoint.

Co 74 Explain the purpose, features, and applications of tools within the three software programs.

Co 75 Apply ICT tools effectively for document creation, data analysis, and presentations.

Co 76 Create professional-level outputs by integrating skills in MS Word, Excel, and PowerPoint.

Unit	Title	Contents	Essential Readings
I	Document Creation and Data Processing (Microsoft Word & Excel)	Introduction to ICT and Productivity Software: Overview of Microsoft Office Microsoft Word: Creating, Opening, Editing, and saving a document, Copy, Cut, paste operations, Page Setup, Headers and Footers, Formatting Texts, Inserting Clip-Art, WordArt, Auto-Shapes, Pictures, Symbols, Table insertion, Accepting and rejecting comments, Spelling and Grammar check, Printer Setup and Document Printing, Mail merge for bulk document processing Microsoft Excel: Data Entry and Basic Analysis, rows, columns,	Norton (2008). Introduction to Computers (9th edition). Ohio: Glencoe/McGraw Hill. Illustrated Series Microsoft Office Excel 2007 by Reding

		and cells Data entry, formatting, Basic formulas and functions, Sorting, filtering, and conditional formatting, Creating and customizing charts and graphs	
II	Data Presentation and Advanced Features (Microsoft PowerPoint, Advanced Excel & Canva)	Microsoft PowerPoint: slide management, Creating and formatting slides, Using text, images, shapes, and multimedia elements, Slide transitions and animations, Effective slide layouts and design principles Advanced Microsoft Excel Techniques: Advanced formulas and functions, Collaboration tools and sharing spreadsheets online Integration and ICT Applications: Linking data between Word, Excel, and PowerPoint, OneDrive and Google Drive Canva as a graphic design tool	Norton (2008). Introduction to Computers (9th edition). Ohio: Glencoe/McGraw Hill. Illustrated Series Microsoft Office Excel 2007 by Reding

Program	BSW (Revised 2023)
Course Code	CC 102
Course Title	Introduction to Creative Arts
Semester	Semester - II
Credits	Two

Rationale for the Course:

This course is designed to introduce students to the foundational principles and practices of the Creative Arts, with a focus on Music, Dance, and Drama. Through practical engagement and critical reflection, students will explore how each discipline serves as a unique form of expression and communication. The course emphasizes the development of both subject knowledge and pedagogical understanding, enabling students to appreciate the value of the arts in education and society. By the end of the course, students will be equipped to plan and implement creative, developmentally appropriate learning experiences that foster artistic growth and engagement in diverse educational settings.

Course Objectives:

- Develop foundational knowledge of the Creative Arts, focusing on Music, Dance, and Drama as distinct forms of representation, skill, and knowledge.

- Gain an understanding of the content, concepts, and pedagogy across the different strands of the Creative Arts, with an emphasis on educational applications.

- Demonstrate the ability to plan and implement developmentally appropriate and engaging creative arts learning experiences for diverse learners.

Learning Outcomes:

Co 77 Identify and describe the key elements of music, dance, and drama, including their historical and cultural contexts, as well as the roles of composers, choreographers, directors, performers, and audiences in each art form.

Co 78 Analyze the representation of core artistic elements—such as pitch, tone, structure, action, dynamics, and dramatic tension—across various works in music, dance, and drama from diverse times and cultures.

Co 79 Demonstrate an understanding of how the collaborative processes in music, dance, and drama contribute to the creation and performance of artistic works.

Co 80 Apply knowledge of artistic elements to critically assess and discuss performances, focusing on the impact of structure, dynamics, mood, and relationships in music, dance, and drama.

Unit	Title	Contents	Essential Reading
I	Music and Dance	Music:- Scope of the music world including composers/musicians and conductors as makers of music, compositions and performances as musical works, roles of audiences including listeners, critics, concert attendees, etc., and the representation of musical elements including pitch, duration, structure, tone, colour and dynamics in different forms of musical works in a range of times and cultures Dance:- Scope of the dance world including choreographers/dancers/performers as makers of dance, performances as dance works, roles of audiences including critics, performance attendees, etc, and the representation of dance elements including action, dynamics, time, space, relationships and structure in different forms of dance works	Gibson, R. & Ewing, R. (2011). Transforming the curriculum through the arts. Camberwell, VIC: Palgrave Macmillan Gibson, R. & Ewing, R. (2011). Transforming the curriculum through the arts. Camberwell, VIC: Palgrave Macmillan.

		from a range of times and cultures	
II	Drama Concepts	Scope of the drama world including directors/actors/performers as makers of drama, performances as drama works, roles of audiences including critics, performance attendees, etc., and the representation of the elements of drama including collaboration, role play, context, dramatic tension, contrast, time, space, focus and mood in different forms of drama works from a range of times and cultures	Gewing, R. & Simons, J. (2016). Beyond the script: Drama in the English and literacy classroom. Sydney: PETAA

Semester - III

Level	Semester	Course Category	Course Code	Course Title	Credits
5.0	III	Major	Major 201	Social Work Practice with Groups	2
			Major 202	Field Work-III	4
			Major 203	Social Work Practice with Communities	2
		Minor	Minor 201	Contemporary Development Studies	4
		Open Electives	OE 201	Introduction to Economics	2
		Vocational Skills	VSC 201	Social Entrepreneurship	2
		Ability Enhancement	AEC 201	Hindi	2
		Field Project	FP 201	Participatory Rural Appraisal	2
		Co-curricular	CC 201	Theatre Skills	2
		Total Credits			**22**

Program	BSW (Revised 2023)
Course Code	Major 201
Course Title	Social Work Practice with Groups
Semester	III
Credits	2

Rationale for the course:

This course enables students to learn about group work as a method of social work practice utilising various group processes influencing psychosocial functioning of diverse client groups both at individual and group level. Emphasis is placed on learning about the growth of groups, and five stages of group development, which every group passes through. The role of social worker is emphasised in analysing the quality of group experiences and also towards guiding the group interaction patterns which constitute the main bedrock of group work practice fostering empowerment of groups and its group members.

Course Objectives:

- appreciate the significance of group work as a context of practice towards fostering relationships and achieve personal, social, environmental or political change
- analyse group's interaction and progress in a way to maximise the opportunity to change, growth and development that group work can offer
- understand different principles of working with groups;
- develop ability to use interpersonal skills to deal with emerging dynamics in the groups

Learning Outcomes:

Co 81 Appreciate significance of group work as a context of practice
Co 82 State the various types of groups- treatment, task and social action groups
Co 83 Critically reflect upon group interaction patterns evolving through various stages of group development
Co 84 Apply various ethical aspects while working with diverse groups

Course Content:

Unit	Title	Content	Essential Readings –
I	Group Work as a method of social work	Primary, Secondary and Territory Groups- differentiation Group Work as a context of practice and method of social work- theory, definition and principles Types of Groups in Group Work- Treatment groups: Socialization Groups, Therapeutic Groups, Educational, Growth, Remedial groups Task Oriented Groups: Teams, Committees and social action groups Developmental Groups: Self-help Groups and Support Groups, Community Based Organizations (CBOs), Civil Society Organizations (CSOs), Action groups	Siddiqui, H.Y (2021) Group Work Theories and Practices, Rawat Publications, New Delhi. Furman, R. Rowan, D & Bender, K (2009). An Experiential Approach to Group Work. Lyceum Books, Inc. Chicago Illinios. Gavin, C. D., Gutirerrez, L. M., and Galinski, M. J. (2007) Handbook of Social Work with Groups. Rawat Publications, New Delhi Srivastava, Alka (2004) Self Help Groups and Civil Society: A Preliminary Study. Indian Social Institute, New Delhi.
II	Group Development and Process Group Processes	Stages of group development- Forming, Storming, Norming, Performing, Adjourning Skill-set: Rapport building, Identification of needs, -Developing need-based sessions- conducting sessions Communication & interaction patterns- Johari window	Misra, P.D & Misra, Bina (2008). Social Group Work. New Royal Book Company, New Delhi. Mujawar, R. (2019). Social Group and Social Case Work: Theory and Practice. Ishika Publishing House, Jaipur. Urania, G & Len, Kates (1990). Group Work: A Humanistic Approach. Sage Publications, New Delhi

| | | -Decision making in groups
-Group dynamics & conflict management
-Leadership styles
-Functional & dysfunctional role of members
-Role of group worker
Recording in Group work

Workshop on Facilitation Skills for Group Workers | Forsyth, Donelson R. (2010) Group Dynamics (5th Edition) Wadsworth Cengage learning

Samuel, Miriam., A Prince, S Prince B., Sudharsan, S. (2019) Nurturing Environment for Children. India Social Institute, New Delhi.

Srivastava, Alka. (2008) A Journey Towards Enlightenment: Life Enrichment Education- A Strategy for Women' Empowerment. Indian Social Institute, New Delhi. |

Program	BSW (Revised 2023)
Course Code	Major 202
Course Title	Field Work- III
Semester	Semester-III
Credits	4

Learning Outcomes:

Co 85 Critically analyze the problems and needs of individuals, groups, and communities, understanding their complexities and interconnections.

Co 86 Identify and effectively utilize community resources and services to address the needs of individuals and groups in a social work context.

Co 87 Enhance process-oriented skills in working with individuals, families, groups, and communities, applying these skills to real-world social work interventions.

Co 88 Apply professional social work values and principles in all aspects of practice, including administration, documentation, and self-reflection during fieldwork experiences.

Indicators

Analytical Ability

Outcome Goal: The student acquires knowledge and understands the organization, its philosophy, goals, administrative structure, and services. The student also develops an in-depth understanding of the problem situation and the persons the organization works with and can integrate the theory taught in class to the observations in the field.

• Independently collects relevant information about the organization/clients by reading files and documents and use of appropriate fact-finding techniques.

- Shows the ability to assess the magnitude of the problem situation and makes a profile of the community/group/organization.

- The recordings reflect an understanding of the link between the needs of the person the organization works with and the organization's services; and the role of other organizations working on similar issues.

- Analyses relevant welfare services/schemes, economic services and social defence such as child protection, intersectionally marginalized groups, Public Distribution Scheme, education, health, hygiene and sanitation and writes a report on it.

- Ability to develop linkages between theory and practice.

Mandatory Tasks

1. Submission of a brief report on the following points after completing a month of Fieldwork: The magnitude of the issue the organization is working on, the socio-economic profile of clients, and the link between the organization's services and the client's needs and a brief comparison regarding strategies used by another organization working on a similar issue with theory-practice linkage

2. Writes a brief review of relevant government schemes, books, and article/film reviews.

Skills

Outcome Goal: The student acquires skills relevant to the problem-solving process and develops administrative and communication skills that aid in the process.

- Identifies and partializes the problem into smaller units for work.

- Understands and identifies simple intervention strategies concerning the problem situation.

- In consultation with the Faculty Advisor/Field Instructor/Field Contact independently responds to simple problems of individuals, families, groups, communities, and agencies.

- Applies different techniques and problem-solving methods.

- Performs administrative tasks like keeping diaries, writing case sheets, minutes of meetings, and reports of events, filing, program budgeting, and simple accounting.

- Writes monthly organization reports, which are process-oriented, analytical, and reflective.

- Plans and implements educational programmes and sessions for women, children, youth, and specific target groups.

- Prepares effective Information Education and Communication (IEC) material for awareness campaigns.

- Compiles relevant material about an issue as an aid to documentation.

- Works in coordination with the staff of the organization and co-workers Mandatory Tasks

1. Mandatory Field Induction Workshop on Administrative tasks

2. Carries out simple interventions with individuals, families, groups, or communities and writes a process report with learnings.

3. Prepares IEC material on a given topic.

Professional Development

Outcome Goal: The student shows responsibility and maturity about one's role in the organization and awareness of self as an individual and as a professional.

- Demonstrates discipline required for the profession of social work like integrity, honesty, and commitment in taking up tasks and completing them on time. Is regular in Fieldwork, punctual, and accountable.

- Demonstrates the ability to introspect on one's actions and is aware of oneself, feelings, and body language when interacting with others in the field

- Is aware of ways in which biases and cultural backgrounds, affect relationships and is aware of the differences that arise because of caste, class, culture, and religion

- Shows interest in organization work and practices cooperation in group activities.

- Shows consistency in taking up and completing tasks.

- Volunteers for special tasks.

- Shows awareness of one's strengths and challenges while evaluating performance.

Use of Field Instruction

Outcome Goal: The student appreciates the role and instruction of the Faculty Advisor, Field Instructor, and Field Contact and seeks guidance for personal and professional growth.

- Takes initiative in planning, participating, and contributing to conferences by presenting observations/reflections during conferences. Brings forth experiences, issues, concerns, and plans during conferences.

- Maintains records of the conferences

- Takes up specific roles during the conferences.

- Regularly submits a plan of work and evaluates individuals and teamwork at the micro-level. Follows up on tasks /suggestions discussed with Field Instructor/Faculty Advisor.

- Able to identify/accept strengths and limitations and works on limitations to enhance functioning.

- Shows willingness to learn and read relevant articles/books referred by the Field Instructor/Field Contact.

- Submit all the recordings regularly on the designated day and time and use recordings for growth and learning.

Assessment Pattern: As per the Manual

Program	BSW (Revised 2023)
Course Code	Major 203
Course Title	Social Work Practice with Communities
Semester	III
Credits	2

Rationale for the course:

One of the important methods in social work practice is working with the communities. Though work at the community level has been in existence since 17th century, as a method of social work in early 20th Century and its utility and importance became highlighted after the Second World War. Since then, working with communities has a prominent place in social work education. It is a method that has the potential to bring about positive changes at the micro level in different types of communities. It is an effective method in building an inclusive and empowered community, but it is equally challenging. The larger developments and policies changes makes it imperative to understand different communities and its impact at macro and micro level.

This necessitates starting the course with the basic concepts related to understanding communities, defining communities. The course contents also include the entire process of participatory community problem solving including understanding and working with the power dynamics inherent in the communities. Emphasis also is given to the empowerment and value framework necessary for development as a community practitioner. The skills needed to work with the communities also will be part of the curriculum. The subject envisages to help students to connect the information and skills learnt to the practice in field work.

Course Objectives:

- Help students appreciate the significance of community work as a context of practice towards understanding concepts of community, different types of marginalized communities and evolution of community practice in Indian context;
- Give inputs about different models of community work.
- Facilitate understanding about phases of social work practice with communities;
- Equip students with tools and skills for working with the underserved communities

Learning Outcomes:

Co 89 Appreciate the significance of community work in social work practice, with a focus on understanding the concept of community, marginalized groups, and the evolution of community practice in the Indian context.
Co 90 Identify and describe different models of community work, understanding their application in diverse social work settings.
Co 91 Explain the phases of social work practice with communities, demonstrating an understanding of the processes involved in community engagement and intervention.
Co 92 Develop and apply tools and skills for working effectively with underserved communities, addressing their unique needs and challenges.

Course Content:

Unit	Title	Content	Essential Readings
I	Introduction to Communities and Social work Practice with Community	Defining 'community' Geographical categorization of communities (Urban, Rural, Tribal) Functional & migrant Communities Evolution of community social work practice in Indian Context Empowerment & value framework for working with underserved communities Community development & community organization	Cohen A.P. (2010) The Symbolic Construction of Community. Routledge, London. Joseph S. and Dash B. M. (2016) Community Organization in Social Work. Discovery Publishing House Pvt. Ltd., New Delhi Patil, A. R. (2012) Community Organization and Development: An Indian Perspective. Prentice Hall India Learning Pvt. Ltd., New Delhi.
II	Models and Process of Community Social Work Practice	Community organization models given by Rothman o Social Planning o Social Action o Locality Development Weil and Gamble's model of Community Practice Phases in the community organization/social work practice with communities o First Phase o Second Phase o Third Phase Tools for community social work practice • Community mapping (Intersections like religion, caste, gender & ablism) • Resource mapping Skills required for community social work.	Rothman, J., Erlich, J. I. and Tropman, J. E. (2008) Strategies of Community Intervention (7th Ed.) Eddie Bowers Pub. Co., Iowa. Gamble, D. and Marie, W. (2009) Community Practice Skills: Local to Global Perspectives. Rawat Publications; New Delhi. Taylor S. H. and Roberts R. W. (2013) Theory and Practice of Community Social Work. Rawat Publications, Jaipur George, P., Balakrishnan, G., Vaijayanta A. and Chase, F. (2018) Community Practices in India: Lessons from the Grassroots. Cambridge Scholars Publishing; Berlin.

Program	BSW (Revised 2023)
Course Code	Minor 201
Course Title	Contemporary Development Studies
Semester	Semester - III
Credits	4

Rationale for the course:

The Development paradigm adopted by India impacts the lives of every citizen, especially the poverty groups in both urban and rural areas. The Social work professional be it in urban or rural areas inevitably works with the poverty groups dealing with development concerns like migration, displacement, and relocation. The development of intervention models, an integral aspect of social work education and profession has the empowerment of the people at the core. It is essential to learn the basics of the development paradigm and measuring indicators of human development. An insight into development concerns will go a long way in understanding the communities the social work professionals are expected to work with. The understanding of the government Initiatives will help in providing information and skills in availing the benefits of these initiatives

Course Objectives:

• Gain Insight on theories and concepts of Development

• Apply indicators of measurement of Development

• Get acquainted with Government initiatives related to human development

Learning Outcomes:

Co 93 Discuss the theoretical concept of Development

Co 94 Deliberate on the development concerns of India

Co 95 Critically reflect on the measurement frameworks such as human development

Co 96 Analuse the impact of development initiatives of the Government

Course Content:

Unit	Title	Contents	Essential Reading
I	Theories and approaches to development	· Income Approach and Per capita income as key to development · Sustainable Development Goals · Welfare Approach- Human Beings are seen as beneficiaries receiving services · Human Development and Capability Approach · Basic Needs approach by the International Labour Organisation · Major pillars of Development: Sustainability, Replicability, Productivity, and Empowerment	Jean Dreze, Amartya Sen (2013). An Uncertain Glory: India and its Contradictions Jean Dreze, Amartya Sen (2002). India: Development and Participation Amartya Sen (2001) Development as Freedom
II	Contemporary development concerns	· Migration for Livelihood · Distorted Development · Mirage of Development · Development induced displacement · Environment	John Dreze (2019) Sense and Solidarity: Jholawala Economics for everyone
III	Measuring Tools of Human Development	· History and concepts of measuring Human Development - Mahbub Ul Haq, Amartya Sen, John Dreze · Measuring Human Development o Human Development indicators o Poverty Index o Gender Development Index o Comparative analysis of HDI	Mahbub Ul Haq (1995) Reflections on Human Development Martha C. Nussbaum (2011) Creating Capabilities: Human Development Approach

IV	Government Initiatives Related to Development	· Right to Food: Public Distribution system · NREGA -National Rural Employment Scheme · Swatch Bharat Abhiyan · National Education Policy and Samagra Shiksha Abhiyan · India's Newborn Action plan. National Rural Health Mission National Rural & Urban Livelihood Mission	Mohan Guruswamy(2006) India's Issues in Development Nirankar Shrivatav, Amaresh Dubey (2011). Poverty,Public Distribution System, and Food Security

Program	BSW (Revised 2023)
Course Code	OE 201
Course Title	Introduction to Economics
Semester	III
Credits	2

Rationale for the course:

This course is designed to provide students with a foundational understanding of economic concepts and their practical applications. It introduces core ideas such as demand and supply, market structures, and national income, enabling students to grasp how economies function at both micro and macro levels. Additionally, the course offers an overview of key issues in the Indian economy and its development trajectory. Through this, students will be equipped to critically engage with economic theories and apply them to real-world contexts, particularly within the framework of India's economic challenges and policies.

Course Objectives:

• To introduce the definition and basic concepts of economics as demand and supply, market structure and their application, concepts of national income.

• To provide an overview on the Indian economic problems and development discourse.

Learning Outcomes:

Co 97 Discuss the basic concepts of economics.

Co 98 Critically reflect on the basic laws of demand and supply

Co 99 Discuss how markets operate as well as theory of firm.

Co 100 Analyse the concepts related to national income, economic development and growth and problems of Indian economy.

Course Content:

Unit	Title	Contents	Essential Reading
I	Overview on key economics concepts	Nature and scope of economics, definition and concepts, economic systems, approaches to the study of economics. Wants – their characteristics and classification, law of diminishing marginal utility. Engel's law of family expenditure – consumer's surplus. Theory of firm, factors of production – land and its characteristics, labour and division of labour, Capital and its characteristics – classification and capital formation. Laws of return – law of diminishing marginal return. Market structure, monopoly, monopsony, duopoly, oligopoly	Chapter 1 of Begg, D., G. Vernasca, S. Fischer and R. Dornbusch (2020). Economics. (McGraw Hill). Twelfth edition Chapter 2 of Begg, D., G. Vernasca, S. Fischer and R. Dornbusch (2020). Economics. (McGraw Hill). Twelfth edition
II	Market and Nation	Law of supply; Utility theories, Theories of rent, wage, interest and profit; introduction to national income and its computing; Government spending and revenue; economics of social welfare Growth and challenges of primary, secondary and tertiary sectors in India.	Chapter 3 and 4 of Begg, D., G. Vernasca, S. Fischer and R. Dornbusch (2020). Economics. (McGraw Hill). Twelfth edition Thomas, A. (2021). Macro Economics: An Introduction. New Delhi: Cambridge University Press

Program	BSW (Revised 2023)
Course Code	VSC 201
Course Title	Social Entrepreneurship
Semester	Semester - III
Credits	2

Rationale for the course:

Social entrepreneurship currently is viewed as a driver of economic growth, development and prosperity in India enabling the possibility of generating employment. The focus of social entrepreneurship is not only on profits but also on people and the planet thereby involving the community it serves to grow and sustain itself.

Social Workers need to understand how they can work towards creating such social enterprises that not only address social needs but through innovative practices engage in accompanying groups and communities to preserve the environment and contribute to social value and sustainable development. Through this course, social work students will understand the process of developing such social enterprises through a process from ideation, incubation, resource generation leading to sustainability.

Course Objectives:

This course will provide learners with

- An understanding of the basic ethos, concepts and processes related to social entrepreneurship.

- Enhance abilities to recognize the traits and competencies required of a social entrepreneur

- Provide insights into sequential steps to develop and grow a social enterprise from ideation to incubation and from acceleration to sustainability.

- Build capabilities to build sustainability of the social enterprise through networking, resource development & financial management strategies and integrating it into the business ecosystem and landscape.

Learning Outcomes:

Co 101 Discuss the concept of social entrepreneurship

Co 102 List the required ecosystem that will build a stable social enterprise.

Co 103 Initiate the process of Ideation and work on developing a simple business plan for a social enterprise in small groups

Co 104 Explore possible resource development processes that can be effective in leading a social enterprise toward sustainability.

Course Content:

Unit	Title	Contents	Essential Reading
I	Social Enterprises: An Introduction	Concepts, definitions, characteristics of social entrepreneurship; Social Entrepreneurship Eco-system; Systems thinking Ideation – Design Thinking and Innovation; Opportunity Mapping Conducting a feasibility analysis; Crafting a Competitive Business Plan; Testing out the Business Plan; Registration & forms of ownership, Intellectual Property Rights Entrepreneurial Competency Development	David Bornstein and Susan Davis (2010). Social Entrepreneurship – What everyone needs to know, Oxford University Press, New York Banerjee, S., Carney, S., and Hulgard, L. (2020). People-centred Social Innovation: Global Perspectives on an Emerging New York: Routledge publication Brown, T. (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. New York: Harper Collins
II	Resource Mobilisation	Micro-planning, Market research, Pricing; Creating a successful financial plan (Break Even & Cross Subsidy); Sources of funds: equity and debt; Crowd funding, CSR funds Linking with Government Schemes, Online Platforms, Angel & Venture Capitalist IT-enabled entrepreneurial team	Paramasivan, C. (2016). Social Entrepreneurship. New Century Publications, New Delhi, India. Porteles, L., (2019). Social Innovation & Social Entrepreneurship, Palgrave, Macmillan, Switzerland.

Program	BSW (Revised 2023)
Course Code	AEC 201
Course Title	Hindi
Semester	Semester - III
Credits	2

Rationale for the course:

Hindi being the national language of the country, it is important for each and every individual to know basic reading and writing in Hindi. Hindi speaking skill is also very important for social workers as the profession involves interacting and building rapport with people majority of whom may be Hindi speaking. This course would enable students to learn the basic reading, writing and conversation skill in Hindi. Besides since the learners of the course would comprise of a mix of learners who already know Hindi, so the idea is to engage them in reading some good Hindi prose and poems, and explain the same to the non-Hindi knowing learners. This would enable the learners to get exposed to Hindi literature and to appreciate the same.

Course Objectives:

- To learn reading and writing skills in Hindi
- To develop conversational Hindi and understand basic Hindi grammar.
- To understand and appreciate basic Hindi literature.
- To be able to read, write and speak in Hindi for personal and professional communication.

Course Outcomes:

Co 105 Demonstrate foundational proficiency in Hindi, including reading, writing, speaking, and listening skills, with a focus on basic grammar and conversational Hindi in various social contexts.

Co 106 Analyze and interpret prose texts (Gadya) by prominent Hindi writers such as Mahadevi Varma, Premchand, and Ismat Chugtai, understanding their social, cultural, and literary significance.

Co 107 Critically engage with poetry (Padya) from poets like Kabir, Mahadevi Varma, Harivansh Rai Bachchan, Gulzar, and Javed Akhtar, appreciating themes, stylistic elements, and poetic devices.

Co 108 Express ideas effectively in written Hindi through essays, letters, debates, and comprehension tasks, demonstrating clarity of thought and command of language structure.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Hindi	-Swar, Vanjan, Reading Skills - Conversational Hindi: one to one, one to many, one to group, public speaking. - Basic grammar: Nouns, pronouns, verbs, adverbs. - Oral & listening exercises: speeches, debates, quiz. -Written exercises on essays, letters (formal, informal), comprehension.	Fr. Camil Bulcke Youtube links
II	Reading exercises- Gadya & Padya)	- Mahadevi Varma (any two short stories) -Dharamveer Bharti - Premchand (any two short stories) -Phaneshwar Naath Renu (any two short stories) -Ismat Chugtai Yashpal Kishan Chandra (to be taken in workshop mode) *Journals – Hans, E-Manjiri, Hum Sabla (Kamla Bhasin) - Kabir - Pushp Ki Abhilasha, Makhan lal Chaturvedi - Jo Tum Aa Jaate Ek Baar, Mahadevi Varma - Zindagi, Harivansh Rai Bachchan - Gulzar (any two poems) - Hum Dekhenge - Javed Akhter (any two poems) Sahir Ludhianvi	Verma Mahadevi, Shrinkhala ki Kadiyan, Lokbharti Paperbacks, Kolkatta, 2015 Bharti Dharamveer, Sooraj ka santva ghoda, Bhartiya Jnanoith, New Delhi, 2016 Munshi Premchand, Premchand ki sarvashreshta kahaniyan, Diamond, New Delhi, 2006 Renu Phaneshwar Nath, Meri Priya Kahaniyan, Rajpal & Sons, New Delhi, 2016 Chugtai Ismat, Do haath, Katha, New Delhi, 2009 Kabir ke Dohe, Diamond books, New Delhi, 2020 Gulzar, Pukhraj, Rupa, New Delhi, 2015 Akhter Javed, LAVA, Rajkamal Paperbacks, New Delhi, 2016

Program	BSW (Revised 2023)
Course Code	FP 201
Course Title	Participatory Rural Appraisal
Semester	Semester - III
Credits	2

Rationale for the course:

India is a country with majority population residing in villages. Rural life along with the natural resources and scenic beauty also poses various challenges for the people. Interventions in the rural areas have held a special position in the education and practice of social work profession for years. Subject paper will include various approaches to participatory methods including Participatory Rural Appraisal (PRA) and Participatory Rapid Appraisal. This would provide hands on skills to the learner in implementing PRA techniques in their practice.

Course Objectives:

- To understand the historical evolution, key principles, and the contextual relevance of participatory methods such as Participatory Rural Appraisal (PRA) within the framework of social work, integrating an awareness of rural realities.

- To acquire proficiency in employing a diverse array of participatory tools while delineating the roles and responsibilities of a social worker within these activities.

- To evaluate and apply learned PRA skills in real-world scenarios, critically analysing and selecting appropriate tools for diverse evaluation objectives, activities, and community contexts, fostering an understanding of effective evaluation processes.

- To synthesize the knowledge and skills acquired throughout the course to foster community empowerment, integrating PRA methodologies into social work practice, and devising strategies to address community needs and enhance participatory & bottom-up decision-making processes.

Learning Outcomes:

Co 109 Discuss PRA's history, principles, and its significance in addressing rural challenges within social work.
Co 110 Demonstrate skills of PRA techniques
Co 111 Reflect on the role of social worker in engaging communities through participatory processes like PRA.
Co 112 Critically evaluate the selection of appropriate tools for community empowerment within social work contexts.

Course Content:

Unit	Title	Contents	Essential Reading
I	Understanding Participatory Approaches	*Understanding rural realities. *Defining Participatory Approaches *Evolution, principles and relevance of Participatory Rural Appraisal, Participatory Rapid Appraisal in social work profession.	Narayanasamy, N. (2009). Participatory rural appraisal: Principles, methods and application. SAGE Publications India Pvt Ltd, https://doi.org/10.4135/9788132 1 08382 Robert Chambers - Revolutions in Development Enquiry ISI – Participatory Action Research PRIA Publications
II	Tools	*GIS *Seasonal Calendar *Pair wise ranking *Venn Diagram *Journal – Group, Daily Activity, Field notes (Everydayness Subjective Realities) Transect Walk Social Mapping Seasonal Mapping Resource Mapping Daily Activity Mapping Body Mapping	Mukherjee, A. (Ed.). (2004). Participatory Rural Appraisal: Methods and Applications in Rural Planning: Essays in Honour of Robert Chambers (Vol. 5, Studies in Rural Participation). Concept Publishing Company. Bandyopadhyay, D., Mukherjee, A., & Gavai, M. S. (2003). Empowering Panchayats: Handbook for Master Trainers: Using Participatory Approach, Issues 1-20. Rajiv Gandhi Foundation. Task Force on Panchayati Raj. Concept Publishing Company. Sontakki, B., Venkatesan, P., & Rao, V. K. J. (2019, September 25). Participatory Rural Appraisal (PRA): Tools & Techniques.

Program	BSW (Revised 2023)
Course Code	CC 201
Course Title	Theatre Skills
Semester	Semester - III
Credits	2

Rationale for the course:

This course is designed to introduce students to the transformative power of theatre as a tool for social change. By exploring and applying theatre skills, students will engage with the potential of performance to address societal issues and influence communities. The course will provide exposure to diverse theatre practices from local, regional, and global contexts, with a particular emphasis on folk traditions. In addition, students will develop a critical understanding of the ethical considerations and boundaries inherent in theatre-making, ensuring that they approach their practice with both artistic integrity and social responsibility. Ultimately, this course seeks to equip students with the skills, knowledge, and ethical framework necessary to create theatre that is socially relevant and impactful.

Course Objectives:

- To explore and apply theatre skills as a tool for effecting social change.
- To gain exposure to diverse theatre practices
- To develop a critical understanding of ethics and boundaries in theatre.

Learning Outcomes:

Co 113 Explain the principles and evolution of People's Theatre, with a focus on Bertolt Brecht, Dario Fo, and folk theatre traditions like Yakshagana and Dashavatari.
Co 114 Analyze and discuss the role of theatre in social change, exploring various forms such as street plays, puppet theatre, and community-based theatre groups.
Co 115 Demonstrate practical theatre skills by creating people-centered productions, including prop preparation, puppet creation, and performance techniques.
Co 116 Engage in workshops to develop proficiency in acting, improvisation, scriptwriting, and direction, applying these skills to theatre for social change.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to People's Theatre	Bertolt Brecht – People's Theatre The beginning of theatre-Dario Fo Folk Theatre – Yakshagana, Dashavatari Puppet theatre Street play (Ekjut, Navnarmiti, Stree Mukti Sanghatana, Anhad and other street theatre groups)	IPTA (2003). Indian People's Theatre Association – Oxford Reference. Oxford University Press.

II	Process involved in Theatre for Social Change Workshops	*Developing people-centred production Team *Preparation of props *Preparing and using puppets *Performance skills & voice modulation in different theatre mediums *Workshops on acting, improvisation, script writing and direction	

Semester - IV

Level	Semester	Course Category	Course Code	Course Title	Credits
5.0	IV	Major	Major 204	Social Work Research- I	2
			Major 205	Social Welfare Administration	2
			Major 206	Field Work-IV	4
		Minor	Minor 202	Rural and Urban Studies	4
		Open Electives	OE 202	Introduction to Political Science	2
		Ability Enhancement	AEC 202 AEC 203	Marathi **Or** Indian Sign Language	2
		Skill Enhancement	SEC 201	Basic Counselling	2
		Community Engagement	CEP 201	Group Work in Different Settings	2
		Co-curricular	CC 202	Project Management	2
		Total Credits			**22**

Program	BSW (Revised 2023)
Course Code	Major 204
Course Title	Social Work Research- I
Semester	Semester - IV
Credits	2

Rationale for the course:

Social work profession emphasizes the importance of research in needs assessment, evaluation, and future planning, incorporating individual characteristics, circumstances, preferences, actions, and external research findings for effective intervention and outcome. This course teaches students about quantitative research methods in social work, covering program evaluation, policy development, and ethics. It aims to help students understand the importance, scope, and practical as well as strategic applications of research in real-world scenarios.

Course objectives:

- To introduce the learner to the concept of social research
- To help learner understand different types of research designs, sampling techniques, data collection and analysis
- To enable the learners to develop basic skills in developing research proposal and concept papers

Learning outcome:

Co 117 Discuss key concepts of research
Co 118 Identify appropriate research topics.
Co 119 Select and define an appropriate research problem and its parameters.
Co 120 Prepare a project proposal (to undertake a research project).

Course Content:

Unit	Title	Content	Essential Readings
I	Introduction to research	What is Research? Characteristics of scientific method Difference in quantitative, qualitative and mixed research methodology Relevance of research in social work Access and utility of existing research studies Ethics in social work research	Lal Das. D. K. (2005) Designs of Social Research. Jaipur: Rawat Publication

II	Formulation of Research Problem Statement Research Design, Sampling, Data Collection, Cleaning, entry and Analysis	Literature review Rationale Gap Analysis Problem identification and formulation of research questions and objectives Concepts and variables Levels of measurement Conceptual and Operational definitions of variables Research hypothesis and Null hypothesis Research design (Exploratory, Descriptive, and Explanatory designs) Sampling Methods Data Collection Methods & Tools	Kothari, C.R (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Lal Das. D. K. (2005) Designs of Social Research. Jaipur: Rawat Publication

Program	BSW (Revised 2023)
Course Code	Major 205
Course Title	Social Welfare Administration
Semester	Semester - IV
Credits	2

Rationale for the course:

This course is designed to provide students with a comprehensive understanding of Social Welfare Administration as both a theoretical framework and a practical skillset essential to the field of social work. Rooted in the historical development of social welfare in India, the course explores the foundational concepts and administrative processes that govern welfare programs in both government and civil society organizations.

Students will gain critical insights into the principles and techniques of planning, organizing, staffing, budgeting, coordination, and evaluation—key components of effective administration. Through engagement with real-world administrative tools such as project proposal writing, legal frameworks, compliance regulations (FCRA, FEMA, Income Tax), and reporting mechanisms, students will be equipped to manage and lead welfare organizations with efficiency and accountability.

By bridging theoretical knowledge with applied administrative skills, the course aims to prepare future social work professionals to take on leadership roles in the development and management of programs that address the needs of marginalized communities and contribute to sustainable social change.

Course Objectives:

- To provide an overview on the Concepts and Processes of social welfare administration·
- To enable learners to gain advance information relating to registration processes as a Trust and Society.

Learning Outcomes:

Co 121 Discuss the evolution of concept and principles of social welfare administration
Co 122 Deliberate on the historical development of social welfare administration in India
Co 123 Elaborate on the POSCORBDE framework
Co 124 List the legal frameworks pertaining to registration of voluntary organisations.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Social Welfare Administration	-History of social welfare administration in Indian context. - Concept and processes of social welfare administration -Analysis of administration of government and civil society organizations	Noorjahan, Bava. (1997). Non- Governmental organizations in Development: Theory and Practice, Kanishka Publisher, New Delhi Bhattacharya (2006): Administration of Social Welfare, chapter 3 on Social Welfare Administration & Development, pg. 80-120, Rawat
II	Administrative Process and Skills for Social Welfare Administration	-Planning: Importance, principles of planning, steps involved in planning and linking vision, - Organising: Fundamental principles of organizing, its processes and steps; - Staffing: Recruitment, Selection,Appointment, Orientation, Promotion, Appraisal and termination. - Coordination: Principles and Techniques -Reporting: Importance and steps involved in reporting - Budgeting and Evaluation: Types and steps - Direction: Importance and strategies of direction and	Nagendra and Sailaja (2007): Voluntary Organizations and Social Work. Oxford Book Company. Skidmore (1994): Social Work Administration Definition, Management and Human Relation (third edition), Pearson. Rajkumar Pruthi (2000), Manual of NGO- How to manage, Crest Publishing House, New Delhi Dholakia (2023): All about Trusts and NGOs, Bharat CAP (2005), Good

| | | supervision
- Monitoring and Evaluation

- Legal Framework of Registration under Public Trust Act 1950, Societies Registration Act 1860; Indian companies act 2014,
- Overview on FCRA & FEMA, Income Tax Compliances.

 # Workshop on Proposal Writing | governance and Effective Boards for voluntary/Nonprofit Organization, Union Press, Mumbai

Suchlata Chandra (2007), Non- Governmental Organization Structure, Relevance and Function, Kanishka Publisher Distributor, New Delhi |

Program	BSW (Revised 2023)
Course Code	Major 206
Course Title	Field Work -IV
Semester	Semester - IV
Credits	4

Learning Outcomes:

Co125 Critically analyze the problems and needs of individuals, groups, and communities, and apply appropriate social work methods in response.

Co126 Identify and effectively utilize community resources and services to support intervention strategies and client well-being.

Co127 Demonstrate process-oriented skills in working with diverse populations and participate in organizational administrative functions, including documentation of interventions.

Co128 Apply professional social work values and principles in practice, while engaging in self-directed learning and reflection through field instruction.

Indicators

Analytical Ability

Outcome Goal: The student acquires knowledge and understands the organization, its philosophy, goals, administrative structure, and services. The student also develops an in-depth understanding of the problem situation and the persons the organization works with and can integrate the theory taught in class to the observations in the field.

- Independently collects information about the organization/clients by reading files and documents and use of appropriate fact-finding techniques like home visit, interview and observation.

- Can explore data sets and existing bodies of knowledge to assess the magnitude of the problem situation and makes a profile of the community/group/organization.

- Understands the link between the clients' needs and the organization's services; and the role of other organizations working on similar issues.

- Analyses relevant welfare services/schemes/policies and systems.

- Can link theory and practice.

Mandatory Tasks

1. Outline clients' socio-economic indicators using agency's information resources and existing data sets.

2. Write a brief comparative report on two more agencies working on similar issues.

3. Writes a brief analysis of relevant government schemes, books, and articles/films. Skills

Outcome Goal:

The student acquires skills relevant to the problem-solving process and develops administrative and communication skills that aid in the process.

- Understands and identifies simple intervention strategies concerning the problem situation.

- In consultation with the Faculty Advisor/Field Instructor/Field Contact independently intervenes in simple problems of individuals, families, groups, and communities.

- Performs administrative tasks.

- Plans and implements sessions for specific target groups.
Prepares effective Information Education and Communication (IEC) material.

Mandatory Tasks

1. Mandatory Field Induction Workshop on methods of collecting information e.g., observation, listening and interviewing.

2. Carries out simple interventions with individuals, families, groups, or communities and writes a process report with learnings.

3. Creates a body of IEC material on a given topic. Professional Development

Outcome Goal:

The student shows responsibility and maturity about one's role in the organization and awareness of self as an individual and as a professional.
- Demonstrates integrity, honesty, and commitment in taking up tasks and completing them on time. Is regular in Fieldwork, punctual, and accountable.

- Demonstrates the ability to introspect on one's actions and is aware of oneself, feelings, and body language when interacting with others in the field.

- Is aware of ways in which biases and cultural backgrounds, affect relationships and is aware of the differences that arise because of caste, class, culture, and religion

- Shows interest in organization work and practices cooperation in group activities.

- Shows consistency in taking up and completing tasks.

- Volunteers for special tasks.

- Shows awareness of one's strengths and limitations while evaluating performance. Use of Field Instruction

Outcome Goal:

The student appreciates the role and instruction of the Faculty Advisor, Field Instructor, and Field Contact and seeks guidance for personal and professional growth.

- Takes initiative in planning, participating, and contributing to conferences by presenting observations/reflections during conferences. Brings forth experiences, issues, concerns, and plans during conferences.

- Maintains records of the conferences

- Takes up specific roles during the conferences.

- Regularly submits a plan of work and evaluates individuals and teamwork at the micro-level. Follows up on tasks /suggestions discussed with Field Instructor/Faculty Advisor.

- Able to identify/accept strengths and limitations and works on limitations to enhance functioning.

- Shows willingness to learn and reads relevant articles/books referred by the Field Instructor/Field Contact.

- Submit all the recordings regularly on the designated day and time and use recordings for growth and learning.

Program	BSW (Revised 2023)
Course Code	Minor 202
Course Title	Rural and Urban Studies
Semester	Semester - IV
Credits	4

Rationale for the course:

The subject Rural and Urban studies give an idea on the structures, issues, governance, and processes of development of rural and urban societies in India. The study highlights on the history of rural and urban development processes. The course will develop sociological understanding of rural, tribal, and urban realities focusing on geographical diversities, social stratification, class disparities, caste dynamics, and gender discrimination in context of equity is significant to understand rural-urban realities. Critical understanding of village level agrarian and water crisis, urban related issues on migration and slum development and livelihood issues

of tribal communities are the crucial areas to be focused in this study. Understanding of rural, urban and tribal administration and governance is important to intervene in the development processes. Similarly, information on the role of civil society organizations, campaigns for rural and urban development enable to get the vision for development of rural, urban and tribal societies.

Course Objectives:

- To acquire knowledge of the historical development of rural and urban society.

- To develop critical understanding about the rural and urban governance and processes

- To introduce sociological understanding on urban and rural development.

- To provide an insight on the rural and urban development policies/ programmes

Learning Outcome:

Co129 Describe and compare the demographic profiles, social structures, and developmental issues of rural, tribal, and urban communities in India.

Co130 Critically analyze key social thinkers' perspectives (e.g., Ambedkar, Gandhi, Phule, Periyar, Amartya Sen) on development and social equity in the Indian context.

Co131 Examine the structures of governance and livelihood systems in rural, urban, and tribal settings, including relevant policies, programs, and legal frameworks such as the 74th Amendment, PESA, and Tribal Sub-Plan.

Co132 Assess contemporary challenges such as migration, urban informal settlements, bonded labor, land and forest rights, and the impact of caste, class, and gender on community life

Course Content:

Unit	Title	Contents	Essential Readings
I	Overview of Indian Rural, Tribal and Urban Communities	Introduction to concepts related to Urban Rural, Rurality, and Tribal life: Definitions, Demographic Profile, Characteristics, and Issues. Concept & demographic profile of Scheduled Tribes (Particularly Vulnerable Tribal Groups (PVTG), Nomadic and De- notified tribes in India) Perspectives of Development Ambedkar, Jyotiba Phule	Srinivas, M. N (1998) Village, Caste, Gender and Method: Essays in Indian Social Anthropology Robert Chambers – Reaching the Last, First. Mahatma Gandhi – Hind Swaraj (1910)

		Mahatma Gandhi Periyar Ramaswami, Baba Amte Amartya Sen	
II	Rural Communities: Structure, Governance & Livelihood	Village Structure: Social stratifications: Class, Caste and gender dynamics in context of equity. Rural Livelihoods Rural Governance: Funds, Functions, Functionaries	Srinivas, M. N (1997) The Remembered Village Joshi Divya: Gandhiji on Villages... Mumbai. Mani Bhavan Gandhi Sangrahalaya, 2002 Surinder Jhodka: The Indian Villages, 2023 (Aleph Book Company publication) Rural Sociology in India by A. R. Desai
III	Urban Community: Structure, Governance & Livelihood	Concept of Gemeinschaft and Gesellschaft. Concept of Urbanization and Informal Settlements Issues related to Migration & Citizenship Issues of informal settlements Livelihood of urban poor Urban Governance: 74th Amendment & Urban Local Bodies, Nagar Rajya Act, Area Sabha & Area Development Funds	Sandhu Ravinder Singh: Urbanisation In India: Sociological Contributions. New Delhi. Sage Publications, 2003 Prasad B K: Urban Development: New Perspective.. New Delhi. Sarup and Sons Publishers, 2003 Mohan Sudha: Urban Development New Localism. Jaipur. Rawat Publications, 2005

| IV | Tribal Communities: Structure, Governance & Livelihood | Rights of Tribal Communities: Jal, Jungle, Jamin
Jal: Water Rights
Jungle: Forest & Farmers Rights, Rights and Entitlements Non-Timber Forest Produce, Jamin: land Rights & Migration.

Bonded labour & Child Marriage, Livelihood issues

Tribal Governance : PESA, TSP – Tribal Sub- Plan, Tribal Development Plan (TDP), | Fürer-Haimendorf , Christoph von 1982, Tribes of India: The Struggle for Survival, University Of California Press, Berkeley · Los Angeles · Oxford |

Program	BSW (Revised 2023)
Course Code	OE 203
Course Title	Introduction to Political Science
Semester	Semester - IV
Credits	2

Rationale for the course:

Political Science is an allied subject of social work which aids the social workers in understanding the political situation of the society while working for the people. Understanding the political spectrum of a country would enable the social workers to understand the ideologies of the governments that are formed, the various systems that can be used in their work with the people and also get a comprehensive understanding about how social changes can be advocated for their beneficiaries. The course would enable the students in getting an understanding about the macro perspective of the student social workers, thereby helping them in critically analyzing the factors affecting the life of their service users.

Course Objectives:

- To understand the foundation of political science and governance.

- To examine the various democratic systems and processes and connect the same with social work as a profession.

- To comprehend the democratic structures as well as various political challenges in the current scenario.

Learning Outcomes:

Co133 Discuss various political science concepts, governance structures, and the significance of political knowledge in the realm of social work practice.

Co134 Compare and contrast different democratic systems, such as direct and indirect democracy, parliamentary and presidential models, and evaluate their relevance and effectiveness.

Co135 Discuss the functioning of political entities, including political parties, pressure groups, public opinion, and media, within the democratic framework.

Co136 Apply political understanding to address societal issues, thereby contributing to policy advocacy, and engage with diverse communities to enact positive change

Course Content:

Unit	Title	Contents	Essential Reading
I	Understanding Politics and Governance	• Understanding the scope and essence of political Science. • Relevance of Politics to Social Work • Different Forms of Governance: Democracy, Dictatorship, Monarchy, Oligarchy, Theocracy, Federalism, Anarchy. • Understanding the State: Elements, functions, and significance.	Goodin, Robert E. (Ed.), The Oxford Handbook to Political Science, Oxford University Press, Oxford, 2009. Goodin, Robert E., and Pettit, Philip (Ed.), A Companion to Contemporary Political Philosophy, Oxford, Blackwell, 2006.
II	Democratic Systems	• Democratic Processes: Exploring Direct and Indirect Democracy. • Comparison: Parliamentary vs. Presidential Democracy. • Critiquing Democracy: Analysing strengths and weaknesses. • Indian Democracy: Federalism and Decentralization. • Political Autonomy of States • Elections and Representation: Fair election, Voters awareness. • Political Entities: Understanding Political	Held, David, Models of Democracy, Third Edition, Polity Press, London, 2006. Bhargava, Rajeev, What is Political Theory and Why Do We Need it?, Oxford University Press, New Delhi, 2010, pp. 3-55. Manor, James (2002).Parties and the Party System. In the Edited book Parties and Party Politics in India by Zoya Hasan. New Delhi, India. Oxford University Press. pp. 431-474. Yadav, Yogendra and Palshikar, Suhas (2009), "From Hegemony to Convergence:

		Parties, Pressure Groups, Public Opinion, and the Media. Identifying Political Challenges: Identity Related Politics, Exploring Political Alienation, Corruption, and Violence.	Party System and Electoral Democracy: Party System and Electoral Democracy in Indian States", Journal of Indian School of Political Economy 15 (1-2), pp. 5-44.

Program	BSW (Revised 2023)
Course Code	AEC 202
Course Title	Marathi
Semester	IV
Credits	2

Rationale for the course:

The subject introduces basics of Marathi literature which covers Medieval and Modern Marathi Literature, Folk Art and Literature and Linguistic Study of Marathi. It balances theoretical and practical studies, integrating topics like Poetry, fiction and Non-Fiction, Novels and short stories. It considers various teaching methods to accommodate different learning styles.

Students can grasp a comprehensive view of Marathi Literature. They would develop analytical abilities to dissect various literary forms like Poetry, Prose, and Fiction-nonfiction. Students can attain proficiency in Marathi language skills through practical sessions and linguistic studies. Students can apply the knowledge of Marathi literature in the context of social work and societal relevance. They will gain practical experience through projects, fostering a deeper understanding of the subject.

Course Objectives:

- To understand the relevance of Marathi Literature in the context of Social Work.
- To delve into the depth and variety of Marathi poetic forms and expressions.
- To study the impact of fiction and non-fiction in Marathi literature.
- To understand the language intricacies and linguistic aspects of Marathi.

Learning Outcomes:

Co137 Demonstrate basic proficiency in Marathi, including reading, writing, speaking, and listening, with a focus on grammar and everyday conversational contexts.

Co138 Interpret and analyze Marathi prose texts (Gadya) through reading and discussions of short stories and practical conversations by writers such as Annabhau Sathe, Laxman Mane, and P. L. Deshpande.

Co139 Appreciate and critically engage with Marathi poetry (Padya), including traditional forms like Abhanga and Ovi, and poems by Sant poets and modern Marathi poets such as Kusumagraj and Mangesh Padgaonkar.

Co140 Express ideas effectively in basic written Marathi through structured tasks such as essays, formal and informal letters, and comprehension exercises

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Marathi	-Swar, Vanjan, Reading Skills - Conversational Marathi: one to one, one to many, one to group, public speaking. - Basic grammar: Nouns, pronouns, verbs, adverbs. - Oral & listening exercises: speeches, debates, quiz. -Written exercises on essays, letters (formal, informal), comprehension.	Shinde,B. (2023). Paripurna Marathi Vyakaran. Anand Publications.
II	Reading	Practical conversations Marathi prose texts (Gadya) through reading and discussions of short stories Marathi poetry (Padya), including traditional forms like Abhanga and Ovi, and poems by Sant poets and modern Marathi poets	Annabhau Sathe Upara by Laxman Mane Asa mi Asami/Mhais by P. L. Deshpande B. B. Borkar (Dekhane te chehre) Baburao Bagul (Jevha Me Jaat Chorali) Sant Chokhamela, Sant Sawta Mali Bahinabai Kusumagraj, Mangesh Padgavkar

Program	BSW (Revised 2023)
Course Code	AEC 203
Course Title	Indian Sign Language
Semester	Semester - IV
Credits	2

Rationale for the Course

Social work professionals across the world work in a range of settings with persons from various walks of life. Social workers who do not know the sign language and are unable to communicate with persons having speech and hearing impairment may act as a barrier to their work. In recent times, Social Work education and practice is beginning to align with the motto of 'inclusivity' when it comes to the people that they work with. Social Work trainees being offered the India Sign Language (ISL) at the BSW level is a proactive step towards bringing in inclusivity in social work practice. Social work students who are offered Indian Sign Language (ISL) during the graduate training may be able to understand the history, culture of Deaf community, the components and structure of ISL and ability to do words and small sentences in sign language. This skill would be useful to build rapport, ask specific questions, for data collection, counselling or for simply interacting with persons having speech and hearing- impairment, without requiring a sign language instructor. Especially for the social work students who may want to specialize in Disability studies, learning ISL may facilitate their work with persons who have speech and hearing-impairment.

In general, ISL may be promoted and offered as a language in its own right, to have a channel of communication for the persons who are speech and hearing impaired. The specific purpose of introducing ISL for social work students is to aid them to gain exposure and communicate at the basic level.

The social work students' perspective on what is 'inclusivity' in the real sense will be shaped when they are actually learning the basics of the language used by persons who are speech and hearing- impaired. These students can speak verbally as well as use sign language in classroom, fieldwork, meetings, conferences, workshops and public gatherings for the benefit of persons with speech and hearing impairment. Social workers who go on to take up advanced courses in ISL may be in a position to play the important role of translators for persons with speech and hearing impairment.

Course Objectives:

- Introduce the learner to the concept of Indian Sign Language (ISL) and its characteristics.
- Provide the learner an understanding about the history and development of Indian Sign Language (ISL) and introduce them to deaf culture and deaf communities.
- Facilitate the learner to gain knowledge about the detailed structure and components of ISL.

- Build capacity of the learner to engage in various forms of interactions with persons having speech and hearing impairment in different settings through the use of communicative ISL.

- Guide learner to appreciate the relevance and scope of learning Indian Sign Language in the field of social work for inclusivity for persons with speech and hearing impairment.

Learning Outcomes:

Co141 Discuss the concept of Indian Sign Language (ISL) and its application in the community as part of Social Work practice.

Co142 Comprehend the history, development of Indian Sign Language (ISL), deaf culture and deaf communities and learning ISL for ensuring inclusivity of Deaf persons.

Co143 Demonstrate various forms of interactions in different settings using ISL.

Co144 Comprehend the relevance and scope of learning Indian Sign Language in the field of social work.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to the Indian Sign Language (ISL)	Concept, Characteristics and Common Misunderstandings about Sign Language History of ISL: Its Origin, Development, Deaf Communities, Deaf Culture and linguistic identity; Towards an inclusive society for persons with hearing and speech impairment Relevance and scope of learning ISL for Social Work Professionals	Rehabilitation Council of India. Deaf, Deafness and Communication Options (Paper Code: DISLI T1) Bhattacharya, T., Grover, N. and Randhawa, S. (eds). 2014. The People's Linguistic Survey of India Volume 38: Indian Sign Language(s)
II	Structures and Components of ISL and Interactive ISL for Social Work Professionals	Definition and design features of language and Indian Sign Language Manual and Non-Manual Components of ISL English alphabet, numbers, days of week, months Word-Level Structures: Words and sentences Introducing self and knowing about others Seeking basic information Engaging in basic interactions in	National Institute of Open Schooling. Indian Sign Language – Secondary Course. Rehabilitation Council of India. Deaf, Deafness and Communication Options (Paper Code: DISLI T1) Haryana Welfare Society for Persons with Speech and Hearing Impairment. Indian Sign Language (ISL) for Schools – Foundation Series. Zeshan, Ulrike (ed.). 2006. Interrogative and Negative

		different field settings	Constructions in Sign Language. Ishara Press.
			National Institute of Open Schooling. Indian Sign Language – Secondary Course.
			Rehabilitation Council of India. Deaf, Deafness and Communication Options (Paper Code: DISLI T1)
			Goswami, S P, Ravindra, A & Sharma, K. (2020). Introduction of Indian Sign Language in Inclusive Education. Disability, CBR & Inclusive Development.

Program	BSW (Revised 2023)
Course Code	SEC 201
Course Title	Basic Counselling
Semester	Semester- IV
Credits	Two

The Rationale for the course:

Increasing complexities of social determinants of mental health are leading to an alarming increase in mental health concerns. Intersectional factors, stigma and apathy towards quality care for people with mental health concerns are impacting the recovery and reintegration of those in need of care and support. An important ability of a social worker is to develop and sustain relationships with people, often in times of extreme need, distress or upheaval in their lives.

Building relationships is at the heart of social work practice and needs mastery of basic skills in empathy, listening and acceptance. As social work practitioners the awareness of Self is also a fundamental quality having consequences in our engagement with others. Building a cadre of professionals with counselling skills will ensure the first level of intervention in encouraging people to seek care and treatment. Counselling also promotes reflective practice by enabling self-awareness of feelings, and behaviours, especially reactions and responses to those of others. This becomes critical when we need to take action for the well-being of the people we engage.

The course on Basic Counselling course is designed to enable learners interested in counselling to become self-aware, develop the basic qualities of an effective counsellor, learn the theoretical approaches and stages of counselling and be equipped with the requisite counselling skills and techniques The course structure provides students with an understanding of

Counselling approaches and how they can be effectively used in the intervention process. The purpose of this course is to develop the knowledge, skills and attitudes of the learner with an integrated framework for counselling practice. The course emphasizes an experiential style of learning enabling students to actively engage in various reflective exercises including self-exploration. The course has inbuilt components for lab sessions/field visits and students are expected to apply and integrate their learning in their field practicum. On completion of the course, students will be able to utilize basic counselling skills across various settings.

Course Objectives:

- To sensitise the learner on the relevance of counselling in the helping process and the qualities of an effective counsellor
- To develop knowledge of the stages, skills, techniques and approaches of counselling.
- To develop skills in the application of counselling across various settings.

Learning Outcomes:
Co145 Identify and appreciate the use of basic counselling skills
Co146 Explain the stages of counselling process
Co147 Discuss different approaches to counselling, including psychodynamic, behavioural, person-centred perspectives, existential, and postmodern perspectives
Co148 Apply basic skills in counselling in social work practice across various settings.

Course Content:

Unit	Title	Content	Essential Readings
I	Introduction to Counselling and Stages of counselling	Introduction to counselling: Definition, Role of counselling in social work, qualities of an effective counsellor, ethical principles in counselling Stages and processes: First Phase: Intake, Contextual Relationship Building, Assessment Second Phase: Planning and Implementing Counselling Intervention - Humanistic Framework for Counselling in Social Work (Carl Rogers and Maslow) Third Phase: Evaluation; Follow-up and Termination	Egan, G. (2014). The Skilled Helper: A problem–management and opportunity- development approach to Helping. 10th Edition. Brooks/Cole Cengage Learning. Gibson R.L. & Mitchell, M. (2008). Introduction to counselling and guidance. 7th Edition. New Jersey: Prentice Hall. Fuster, J.M. (2008).Personal Counseling. Mumbai: Saint Paul/ Better Yourself Books. Mumbai. Rogers, C (1961). On becoming a person: A therapist view of Psychotherapy. Boston: Houghton Mifflin Company. Mearns, D., Thorne, B. & McLeod, J. (2013). Person-Centered Counselling in Action. 4th Edition. London: Sage Publications

| II | Skills and Techniques while Working with Different Target Groups | Skills and Techniques: Acquainting, observing, attending, listening, questioning, use of silence reporting, interpreting and feedback, confrontation, immediacy, personalizing, reframing, evaluating, summarizing

Target groups – Children, Women, Youth, Elderly etc.

Steps in problem solving | Parrott, L. (2003). Counselling & Psychology. 2nd Edition. USA: Pacific Grove Publishers.

Patterson, C.H. (1986). Theories of Counselling & Psychology. New York: Harper & Row Publications.

Gladding, S.T. (2017). Counselling: A Comprehensive Profession. 8th Edition. USA: Pearsons Publication.

Humphrey, G.M. & Zimpfer D.G. (2008). Counselling for Grief & Bereavement. 2nd Edition. New Delhi: Sage Publications |

Program	BSW (Revised 2023)
Course Code	CEP 201
Course Title	Group Work in Different Settings
Semester	Semester - IV
Credits	2

Rationale for the course:

This course enables students to appreciate the significance of various forms of program media to engage with diverse client groups. They also learn about difference between program media and mass media and develop skills of effectively using program media as a tool for rapport building, engaging, expression, reflection and bringing positive changes with group work as a context of practice. Students also learn about application of group work in numerous settings including health, education, community, and correctional settings. They also learn about various models of practice as being implemented in each of these settings and analyze how group work method works towards promotion of psychosocial well-being of groups and individuals in society.

Course Objectives:

To enable Students to:

- Learn about different forms of program media and acquire skills towards effective use of program media while working with diverse groups;

- Appreciate the scope of group work method in institutional and community settings

- Learn about various models of practice of group work in Indian context

- Develop self-awareness and sensitivity as a group

Learner Outcomes:

Co149 Identify as a professional social worker and conduct oneself accordingly:
Co150 Demonstrate skills of using various forms of program media while engaging with diverse client groups
Co151 Discuss aspects of group work method in various settings- forming groups, support groups, towards healing of individuals and groups
Co152 Exhibit self-awareness and sensitivity as a group work facilitator

Course Content:

Unit	Title	Content	Essential Readings
I	Application of Group Work in different Settings-I	Group Work Practice in Child Care, Family, Youth, Education Healthcare, Correctional Models of practice- Remedial, Reciprocal, Developmental Model, and Life Skills Group Work Practice in Community Development, and Industrial Settings. Models of Practice: SHGs, Support Groups, Community Based Organizations as a Model	Rao, N. S., & Sahajpal, P. (2013). Counselling and guidance. McGraw Hill Education. Expressive Art Activities for children surviving Abuse and Neglect, Pooja Varma, ResearchGate, 2020 Mishra, P. D., & Mishra, B. (2010). Social group work: theory and practice. New Royal Book Co. Doel, M. (2006). Using group work. Routledge Gadha M. Das & Dr. Subramanian Lalitha. Social group Work with Young People in Tamil Nadu, India: A Case Study of Civic Engagement. Youth and Policy online journal

| II | Use of Program Media | Significance and relevance of program media

Use of program media while working with diverse groups- puppets, street play, awareness songs, group sessions and use of expressive arts | Pereira, M. (1994). Development Communication Handbook: Ideas, Skills, Illustrations. Indore: Satprakashan Kendra.

Pragasam, M., & Yadav, A. (2002). Street Plays on Community Health. Secunderabad: The Catholic Association of India.

Pragasam, M., & Yadav, A. (2003). Group Media: Trainer's Manual. Secunderabad: The Catholic Association of India |

Program	BSW (Revised 2023)
Course Code	CC 202
Course Title	Project Management
Semester	Semester - IV
Credits	2

Rationale for the course:

The course on *Project Management* is designed to equip Bachelor of Social Work (BSW) students with essential knowledge and practical skills to effectively plan, implement, and evaluate projects within the development and social service sectors. As social work professionals often engage in project-based interventions aimed at community development and social change, a strong foundation in project management is crucial. This course introduces students to core concepts, tools, and techniques of project management, including project planning, budgeting, monitoring, evaluation, and reporting. A hands-on approach will be emphasized to foster experiential learning, enabling students to actively participate in designing and managing real or simulated projects. By the end of the course, students will be capable of contributing meaningfully to project-based initiatives in NGOs, government agencies, and community organizations, thereby enhancing their effectiveness as social work practitioners.

Course Objectives:

- Explain the importance and relevance of project management in the context of social work and development sectors.
- Identify and describe the key components of project planning, including goal setting, resource allocation, and timeline development.
- Apply appropriate techniques for project implementation and activity management.
- Understand the processes involved in project evaluation, reporting, and effective project closure.

Learning Outcomes:

Co153 Identify the key stages and components involved in managing a social sector project.

Co154 Select and apply appropriate strategies for effective project planning and implementation.

Co155 Utilize project management tools and techniques to monitor and manage project activities.

Co156 Apply relevant evaluation methods to assess project outcomes and prepare a comprehensive project closure report.

Course Content:

Unit	Title	Contents	Essential Reading
I	Planning and Implementation of Projects	Importance of Project Management; Types of Projects; Project Management Life Cycle; Project Selection; Feasibility study; Estimation of Project cost; Scheduling the project Setting a baseline; Project management Information System; Indices to monitor progress; Importance of Contracts in projects; Teamwork in Project Management	Berkun, Scott (2008), Making Things Happen: Mastering Project Management, O'Reilly Media: Cambridge, MA Khanna, R. B. (2011), Project Management, PHI Learning Private Limited, New Delhi
II	Evaluation and Closure of Projects	Project evaluation methodologies and methods; Project closure report guidelines; Case studies in Project management. Software and tools for effective data collection and project management like OKD, kobo tool kit, Asana and Zoho projects	Snead, G. Lynne (2002), The Project Management Scorecard: Measuring the Success of Project Management Solutions, Butterworth-Heinemann: Oxford.

BACHELOR OF SOCIAL WORK (NEP 2023)

BSW SEMESTER V

BSW Degree					
Level	*Semester*	*Course Category*	*Course Code*	*Course Title*	*Credits*
5.5	**V**	Major	Major 301	Social Work Research-II	2
			Major 302	Integrated Social Work Practice	4
			Major 303	Field Work- V	4
		Major Electives	ME 301	Women Studies	4
		Minor	Minor 301	Social Exclusion and Inclusion	4
		Vocational Skills	VSC 301	Disability and Community Based Rehabilitation	2
		Field Project	FP 301	Informal Sector	2
				Total Credits	22

Program	BSW (NEP Revised 2023)
Course Code	Major 301
Course Title	Social Work Research- II
Semester	Semester - V
Credits	2

Rationale:

Social Work Research - II course builds on the foundational research methods covered in Part 1, further equipping students with advanced techniques for conducting research in social work. The course focuses on the implementation, analysis and report writing of social work research. Students will gain practical experience in data collection, ethical considerations, and report writing, while also exploring the importance of aligning research with the needs and preferences of the target population. This hands-on approach, combining lectures and lab work, prepares students to independently conduct research that can drive evidence-based practices and inform future social work interventions.

Course Objectives:
- Develop skills of constructing data collection tools and managing data
- Employ ethical data collection practices in social work research.
- Learn to manage data efficiently.
- Learn the data analysis techniques and write research reports.

Course Learning Outcomes:

Co157 Comprehend the ethical data collection practices in social work research

Co158 Design and implement appropriate data collection tools

Co159 Collect data ensuring adherence to ethical standards in social work research.

Co160 Analyze data using relevant techniques and develop well-structured research reports based on findings.

Course Content:

Unit	Content	References

I	**Data Collection and Management**
	• Ethical guidelines of data collection
	• Tools of data collection
	• (Questionnaire, Interview Schedule)
	• Use of Scales
	• Planning a Pilot Study
	• Data Management
	    -Data Cleaning and editing
	    -Coding
	    -Entering Data in
	    Excel and Uploading
	    to SPSS
		Ahuja, R. (2001). *Research Methods*. Jaipur: Rawat Publications
		
		Field, A. (2009). *Discovering Statistics Using SPSS*. New Delhi: Sage Publishers
		
		Kothari, C.R (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International
		
		Rubin, A., and Babbie, E.R. (2017) *Research Methods for Social Work (9th Edition)* Boston:Centrage (Chapter 5)

II	**Data analysis and Report Writing**
	• Ethical guidelines for research publication
	• Frequency Distribution
	• Cross Tabulation
	• Graphical Representation of Data
	• Measures of Central Tendency and Dispersion
	• Inferential Statistics for beginners:
	    o Chi-square test
	    o Comparing two or more groups;
	    o understanding 'P' values; ot Test
	• Basic report writing formats
	• In-text and end referencing
		Field, A. (2009). *Discovering Statistics Using SPSS*. Sage Publishers
		
		Kothari, C.R (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International
		
		Rubin, A., and Babbie, E.R. (2017) *Research Methods for Social Work (9th Edition)*. Boston: Centrage

Program	BSW III (NEP Revised 2024)
Course Code	Major 302
Course Title	Integrated Social Work Practice
Semester	Semester - V
Credits	4

Rationale

Social Science Theories in Social Work provides students with a comprehensive understanding of behavioural, systems, Marxist, Feminist, Postmodern, and Social Justice theories. It helps the students to grasp the social work practices within different theoretical traditions while intervening at both the micro and macro contexts. It seeks to prepare students to use theory in their roles as social workers. As a result, students are encouraged to use the classroom as a safe environment to debate "praxis" by linking theory to fieldwork activities. The need for practice frameworks in social work has been a cornerstone of professional development, as highlighted by Meyer (1970), Pincus and Minahan (1973), and Ramsay (1989, 1990). Building on foundational systems theory, the field has evolved to include systemic practice frameworks, emphasizing holistic and effective interventions. This course is designed to deepen students' understanding of integrated practice models, enhancing their ability to critically apply social work theories in diverse contexts. The course encourages students to analyze, evaluate, and create interventions through frameworks such as Person-in-Environment (PIE), crisis intervention, strengths-based approaches, solution-focused techniques, and multicultural practice models. By fostering higher-order thinking, students develop skills to assess client needs, design culturally responsive interventions, and engage in reflective practice.

Course Objectives:

- Explain and describe key social science theories and their relevance to social work practice at micro and macro levels.
- Understand the relevance of social work practice models in addressing the diverse needs of individuals, families, and communities.
- Analyze the applicability of Integrative Short-Term Treatment (ISTT) and Integrated Social Work Practice (ISWP) models in planning interventions for different target groups.
- Apply Integrated Social Work Practice (ISWP) Model and strength-based approaches in designing and implementing social work interventions.

Course Outcomes:

Co161 Recall and explain key social science theories and describe their relevance to social work practice at micro and macro levels.

Co162 Apply integrated social work practice models, including Person-in-Environment (PIE), strengths-based, and crisis intervention frameworks, to develop culturally responsive interventions for individuals, families, and communities.

Co163 Analyze case studies and fieldwork experiences to evaluate the effectiveness of Integrative Short-Term Treatment (ISTT) and Integrated Social Work Practice (ISWP) in addressing client needs and systemic challenges.

Co164 Develop a reflective seminar paper by identifying core field problems, integrating relevant social work theories, and designing appropriate interventions, adhering to professional standards of practice.

Unit	Content	References
I	**Conventional Theories** - Overview of behavioral theories for social work: - Psychodynamic, developmental, social behavioral and humanistic perspectives - Introduction to systems theories for social workers; - Ecological theory: - Person in Environment perspective; Family systems theory: an overview - Marxist theory as base for social work; - Relevance of structural and radical social work in neo-liberal policy regimes	Hutchison, E.D., and Charlesworth, L.W. (2003). *Theoretical Perspectives On Human Behaviour*, in Hutchison, E.D (ed.) Essentials of Human Behaviour: Integrating Person, Environment & life Course. Thousand Oaks: Sage, 34-69 Karls, J.M., Lowery, C.T., Mattaini, M.A., and Wandrei, K.E. (1997). The Use of PIE System in Social Work. *Journal of Social Work Education*, 33 (1), 49-58 Bob, M. (2006). The New Structural Social Work: Ideology, Theory and Practice (3rd Edition). London: Oxford University Press Ferguson, I., & Woodward, R. (2009). Radical social work in practice: Making the difference. London: Policy Press
II	**Models of Practice (Part-I):** - Critical theory for social work; - Anti-oppressive social work: theoretical and conceptual overview - Strength Based Practice: concept, approaches and framework for intervention	Dominelli, L. (2002). Feminist Social Work: Theory and Practice. New York: Palgrave Macmillan Dominelli, L. (2002). Anti Oppressive Social Work Theory and Practice. New York: Palgrave Macmillan George, P., & Chaze, F. (2015). Challenging State's authority and reclaiming citizenship. In N. Yu and D. Mandell (Eds.). Subversive social action: Extralegal and illegal action for social justice. Canada: WLU Press Bodhi, S.R. (2014). Towards a Theory of Dalit Social Work, *Indian Journal of Dalit and Tribal Social Work*, 2 (1), 28 -39 Bodhi, S.R. (2014). Towards a Theory of Tribal Social Work, *Journal of Development Practice*, 1, 10-16

III	**Models of Practice (Part-II):** • ISWP Model- Client, Change Agent, Target, and Action System • ISTT Model- Short-Term Practice Model in various settings • Crisis Intervention	Nadkarni, V. (2000). *Interventions on Garbage Pollution Using Integrated Social Work* Practice. Indian Journal of Social Work, 63 (3), 313-339 Baron, S., and Stanley, T. (2019). *Strengths-based approach: Practice Framework and Practice Handbook.* London:
IV	**ISWP Seminar Paper** • Identifying a core issue from the field situation • Applying appropriate social work theory/ perspective along with practice • Modalities and standards of practice • Documenting field practice and developing a reflective seminar paper	Gilgun J.F. (2015) Research and Theory Building in Social Work, in the *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, pp. 502-507.

Program	BSW (Revised 2024)
Course Code	Major 303
Course Title	Field Work
Semester	Semester - V
Credits	4

Course Outcomes:

Co165 Comprehend psychosocial systems affecting the functioning of individuals, groups, and communities.

Co166 Apply an integrated approach to the problem-solving process.

Co167 Apply Field Instruction to increase independent functioning as a professional social worker.

Co168 Utilize administrative processes as effective strategies for service delivery.

Co169 Apply skills of supervision of paraprofessionals/volunteers and leadership in planning, implementing, and evaluating organization activities.

Co170 Exemplify professional attitudes and values and manifest the same in practice.

Co171 Examine laws, policies and programmes related to the issue the organization is working with

Co172 Apply skills of writing different kind of fieldwork recordings.

Evaluation Criteria

Analytical Ability

Indicators

- The student critically assesses the organization's policies and goals concerning client needs
- The student reviews literature and the organization's report to identify root causes and related sociocultural factors of a social issue/s addressed by the organization.
- The student reviews and analyzes government policies and legislation related to the client system and the social issues addressed by the organization.
- The student identifies areas for research and conducts a survey/study to understand the issues/needs of the clients.
- The student submits recordings that reflect an understanding of the process-driven, integrated approach to problem-solving and theory-practice linkages.
- The student identifies new areas of work.

Skills

Indicators:

- The student uses an integrated approach to problem-solving which reflects an understanding of the four practice systems.
- The student shows innovation and creativity in activities and interventions with different target groups.
- The student conducts small studies linked to the organization's needs and writes project/programme proposals, and appropriate reports.
- The student actively participates in networking with various government and non-government organizations and represents the organization in meetings and campaigns
- The student plans and conducts capacity-building programmes with the para-professional staff of the organization or a potential change agent group.
- The student performs administrative tasks and writes different types of reports

Professional Development

Indicators

- The student demonstrates the ability to introspect and reflect on social issues, one's views and practices as well as dilemmas in Fieldwork Recordings and Conferences.
- The student demonstrates the ability to build good working relationships showing acceptance and respect towards all in the organization, community, and clients as well as towards co-students. The student shows readiness to learn and accept suggestions from others.
- The student shows interest in the work of the organization and initiates activities/actions that build cooperation and team spirit.
- The student shows dependability in completing the tasks assigned and taken.
- The student volunteers for special tasks and demonstrates leadership skills.
- The student demonstrates punctuality and regularity in fieldwork and the submission of recordings

Use of Field Instruction

- The student shows the ability to function independently in consultation with the Field Instructor.
- The student submits recordings on time, actively participates in individual and group conferences, and uses comments in recordings to prepare for conferences. The student raises issues related to larger professional concerns during conferences
- The student presents the results of the assessment/exploration/discussion done with/of a client system in the form of PowerPoint presentations; community or resource maps; organograms; minutes of the meetings; etc during conferences to discuss plans.

Program	BSW (NEP Revised 2023)
Course Title	Women's Studies
Course Code	ME 301
Semester	Semester - V
Credits	4

Rationale

Women's Studies may be defined as a body of knowledge that has grown out of a felt need for achieving gender equality, and is often considered the "academic arm" of the women's movement. It is an interdisciplinary study of women and society, a perspective and a discipline from the standpoint of women's lived experiences. It seeks to explain the historical, socio, cultural, political and economic reasons (stemming out of Patriarchy) for existing gender-based subordination (bias, prejudice stereotypes, myths) and its exacerbation due to intersectionality. Additionally, it provides the understanding of feminist perspectives and suggests measures by which the forms of discrimination may be countered.

The relevance of the course is to provide learners an exposure to the terminology and concepts to gain a clarity on the subject and its importance to social work professionals. The theoretical perspectives to critically analyze patriarchy, feminism, gender-based violence is imparted to the students for building a gender perspective to understanding these phenomena that are operating in the social systems of the Indian society. The status of women across ages, the long struggle by women for overcoming the oppression, discrimination and towards realizing their rights, and the emergent approaches (feminist perspectives) which generated material for teaching women's studies are reflected upon. The subject aims to sensitize learners to the prevailing discriminatory practices in society which prevent women and sexual minorities from realizing their rights and participating fully in the social, political and economic processes in the country. The feminist legislations, initiatives in Indian context are critically discussed to take stock of the current approaches and strategies for attaining the 'real' empowerment of women in particular.

Course Objectives

- Providing an overall understanding on the basic terms, definitions and concepts in the subject and significance of the subject for social work professionals.
- Critically analyzing the theoretical perspectives related to patriarchy and feminism to develop a clear-cut gender perspective to viewing the issues faced by women.

- Introducing the learner to the status of women, the history of women's struggle to overcoming gender discrimination and the significance of Women's Studies in India.
- Critically analyzing the theoretical perspectives that help understand why GBV occurs, forms of GBV and the statistics pointing out to its rampant occurrence and therefore implications.
- Creating awareness and critical analysis in the learner about initiatives of government and civil society organizations for gender equity; applying strategies and approaches to gender empowerment

Learning Outcome:

Co173 Discuss the status of women, women's movement, literature on women's subordination (past to present)
Co174 Explain theoretical perspectives on important phenomenon in the subject.
Co175 Critically analyse oppression based on gender (intersectionality), gender-based violence, and approaches for gender equity/ empowerment.
Co176 Evaluate the legislations, and initiatives by civil society for gender equity

Unit	Content	References
I	**Fundamental Concepts in Gender and Relevance of the course for Social Work** - Sex Vs Gender - Gender Identity, Gender Expression, Gender Spectrum, Sexual Orientation - Masculinity and Femininity - Gender Bias, Prejudice and Stereotypes, Women's Paid and Unpaid Work - Patriarchy and Feminism- Theoretical Perspectives/ Approaches	Bhasin, K. (2000). *Understanding Gender,* Delhi: Kali for Women. Bhasin, K. (2004). *Exploring Masculinity.* New Delhi. Women Unlimited. Shefer. T, et al (2007). From Boys to Men: *Social Constructions of Masculinity in Contemporary Society.* Juta and Company Ltd. Risman, J B., et al. (2018). Handbook of *Sociology of Gender.* Second Edition. Springer. Adichie, N.C (2015). *We Should All Be Feminists.* Anchor. Eagleton Mary (2003): *A Concise Companion to Feminist Theory.* USA. Black Well Publishers.

II	**Status of Women, Women's / Feminist Movement and Women's Studies in India** - Status of Women from Ancient, Medieval, Modern and Contemporary ages - Phases of Women's Movement - Evolution of Women Studies in India	Poonacha, V. (1999). *Understanding Women Studies*, Mumbai: Research Center for Women's Studies, SNDT University. Jain Devaki & Rajput Pam (2003): *Narratives from the Women's Studies Family: Recreating Knowledge.* New Delhi. Sage Publications. Sarkar, S., Sarkar, T. (2011). *Women and Social Reform in Modern India-* Vol 1 & Vol 2. Sarkar Books. Patel, V. (2002): *Women's Challenges of the New Millennium,* New Delhi.Gyan Publishing House John E.M (2008). *Women Studies in India: A Reader*. Penguin Books Rege, S. (1998) 'Dalit Women Talk Differently' *Economic and Political Weekly,* 33(44).Pp 39-46.
III	**Gender Based Violence** - Concept and Definition- Aggression, Violence Vs Gender Based Violence - Gender Based Violence- Forms, Cycle, Magnitude and Impact - GBV against gender minorities - Perspectives and Approaches to understand Gender based violence-Feminist Counseling - Gender based Violence against Gender Minorities - Trafficking in Persons	Djamba, et al. (2015) *Gender based Violence. Perspectives from Africa, the Middle East, and India.* Springer International Publishing Switzerland. Agrawal Anju: Gendered Bodies: *The Case of the Third Gender in India.*
IV	**Initiatives for Gender Equity and Approaches & Strategies for Empowerment** – - Feminist Legislations and need for reform. - Initiatives by the Government and the Civil Society for Gender Equity. - Defn of Gender Empowerment and Approaches for empowerment in India - Applying Strategies for Gender Empowerment (Gender mainstreaming, Gender Budgeting, Gender Audit,).	Website: Ministry of Women and Child Development, India Singh Surendra & Srivastava S P (2001). *Gender Equality through Women's Empowerment: Strategies and Approaches.* Lucknow. Bharat Book Centre. Murthy N Linga (2007): *Towards Gender Equality: India's Experience.* New Delhi Singh Surendra & Srivastava S P (2001).

Program	BSW (NEP Revised 2023)
Course Code	Minor 301
Course Title	Social Exclusion and Inclusion
Semester	Semester -V
Credits	4

Rationale:

Understanding social exclusion is essential for addressing the challenges faced by individuals and groups marginalized from socio-cultural, economic, and political systems both in India and globally. Exclusion often stems from social constructs like caste, religion, gender, race, or ethnicity, which perpetuate systemic barriers and deny access to resources and opportunities. Social workers play a critical role in identifying excluded groups, analyzing their vulnerabilities, and understanding their struggles for inclusion and integration. This course provides insights into democratic values, constitutional frameworks, and inclusive policies and programs that promote social justice and equity. By examining strategies adopted by people-centered organizations and engaging with rights-based approaches through advocacy and networking, learners will gain a deeper understanding of the efforts required to address exclusion and foster inclusive development. These insights will equip students with the knowledge and skills to work towards the active participation and integration of marginalized communities.

Course Objectives:

- To provide an overview of the concepts, types, and factors influencing social exclusion and inclusion in changing social contexts at national and international levels.
- To study the magnitude and extent of socially excluded communities in India and at the international level.
- To develop a comprehensive understanding of the challenges and struggles encountered by socially excluded groups in their search of inclusion and integration within diverse socio-cultural and political frameworks.
- To offer comprehensive knowledge on national and international inclusive policy frameworks, emphasizing principles of justice, dignity, and equality, as mechanisms for addressing exclusion and fostering inclusive development.
- To develop an understanding of strategies for creating access and opportunities for excluded groups, enabling their active participation and integration.

Course Learning Outcome:

Co177 Discuss the concepts of social inclusion and exclusion, along with the types and factors contributing to exclusion, in the context of dynamic social realities.

Co178 Analyze national and international inclusive policy frameworks and identify disparities and discrimination based on social constructs such as caste, class, religion, gender and race in India and abroad.

Co179 Apply professional values and ethics in addressing social exclusion, ensuring adherence to principles of social work practice in their engagements with diverse communities.

Co180 Develop plan of interventions with strategies for creating access and opportunities to the excluded groups for their inclusive development.

Unit	Content	References
I	**Understanding Social Exclusion and Inclusion** • Emergence of the Concepts of Social Exclusion and Inclusion • Defining Social Exclusion and Inclusion • Types of Social Exclusion • Based on Class, Caste, Religion, Gender, Race, Ethnicity, Colour, Abilism • Dimensions of Exclusion • Socio-cultural, Economic, and Political Systems • Interdisciplinary Approaches for Studying Social Exclusion and Inclusion • Debates on Social Exclusion and Inclusion in India and Globally	Sen, A. (2000) 'Social Exclusion: Concepts, Application and Scrutiny.' *Social Development Papers No. 1*, Manila: Asian Development Bank Hills, J. le Grand, J. and Peached, D (eds.) (2002) *Understanding Social Exclusion.* Oxford: Oxford University Press. Sukhadeo Thorat and Narender Kumar (2008) *B.R Ambedkar: Perspective on Social and Inclusive Policies*, New Delhi: Oxford University Press Jordan, B. (1997) *A Theory of Poverty and Social Exclusion.* Cambridge: Polity Press.
II	**Socially Excluded Communities in India and Around the World** • Socially Excluded Communities: Profile, identity, livelihood issues • Overview on the socially excluded communities in India and their struggle for inclusion & integration • Excluded communities: Dalit-caste based issues, Tribal-indigenous peopled/NT, OBC, Minorities (gender, regional, religious, linguistic); Refugees • Overview on excluded communities at international level and their struggle for inclusion & integration Refuges, Asylum seekers, forced	Saxena, Ashish (2013) *Marginality,Excision and Social Justice* Jaipur: Rawat Publication S. Vijaykumar (2012) 'Challenges ahead for Inclusive Growth in India' *International Journal of Rural Development and Management Studies* (IJRDMS) Varma, H.S. (2005) *The OBCs and the Dynamics of Social Exclusion in India* New Delhi: Serial Publications. S. Vijaykumar, (2012) 'Challenges Ahead for Inclusive Growth in India' *International Journal of Rural*

		migrants, immigrants and national and global Excluded communities	*Development and Management Studies* (IJRDMS)
III		**Policies and programmes for Inclusive Development** • Constitution of India: Democratic perspectives on inclusive development, Preamble, constitutional provisions for SC, ST,OBC, NT/DT and minority, Reservation Policy Social legislations Atrocity Act, Special minority status, Commissions (SC,ST,OBC, Minority, NT/DT), • Policies and programmes for inclusion of excluded communities • International policy, framework and mechanisms for Inclusion and integration UNDP, SDG, HDI, European Union: EU policies and programmes for refugees, immigrants & migrants, Legislative measures, Reservation Policy	S. Vijaykumar (2012) 'Challenges ahead for Inclusive Growth in India' *International Journal of Rural Development and Management Studies* (IJRDMS) Vol. 6 Deshpande, A (2012) 'Exclusion and Inclusive growth, Delhi School of Economics: UNDP Report. UNDP. Human Development Report (2016) Gapminder Tools: Hans Roselling' https://www.gapminder.org › world
IV		**Action for Social Inclusion** • Peoples court/ Lok Adalat • Role of people-centred rights-based organizations to address issues of social exclusion • Advocacy & networking for social inclusion • Affirmative Action • Dalit & Tribal Social Work	Bodhi, S.R. (2014). Towards a Theory of Dalit Social Work, *Indian Journal of Dalit and Tribal Social Work*, 2 (1), 28 -39 Bodhi, S.R. (2014). Towards a Theory of Tribal Social Work, *Journal of Development Practice*, 1, 10-16 Mullaly, Bab (2010) *Challenging Oppression & Confronting Privilege* Canada: Oxford University.

Program	BSW (NEP Revised 2023)
Course Code	VSC 301
Course Title	Disability and Community Based Rehabilitation
Semester	Semester- V
Credits	2

Rationale:

Social work is a human service, since its beginning, as a profession it worked in the fields of health, mental health also dealing with the issues of disability. Though the values and objectives of social work remain constant across the settings, cultures, communities, the issues of disability offer its own unique realities and complexities. The magnitude of the problem of disability is vast and its impact is huge on the individual, family and the community. India still has a long way to go to achieve the objective of inclusive society. Therefore, it is necessary to include community based rehabilitation for social workers so that they develop the knowledge and skills required to work in partnership with people with disabilities, families, community and other stakeholders such as government on disability related issues in our country.

Course Objectives:

- Understand concept of disability, types of disabilities, causes and prevention of disability.
- To learn to analyse the impact of disability, disability legislations and government schemes.
- To define the concept of community-based rehabilitation and its application in the field of disability.

Course Learning Outcome:

Co181 Comprehend the concept of disability, its types, causes and prevention.
Co182 Analyse challenges faced by persons with disability and their families
Co183 Discuss key disability legislations and government schemes.
Co184 Apply the concept and strategy of community-based rehabilitation to prepare intervention plan in the field of disability.

Unit	Content	References
I	Introduction to Disability and Community Based Rehabilitation • Disability Perspectives (Medical, Social, ICF, Rights-Based) and Definition, Types of Disabilities	Addlakha, R. (2013). *Disability Studies in India: Global Discourses, Local Realities.* Routledge Bacquer, A., & Sharma, A. (2014). *Disability: Challenges vs Responses*, New Delhi: CAN Publications. Davar, B. (2015) *Gendering Mental Health: Knowledges, Identities and Institutions.* Oxford: Oxford University Press. Chavan BS., Ahmad, W., Gupta, R. K. (Ed.) (2022)

		• Concept of Community Based Rehabilitation (CBR) & its role in early identification & intervention of disability	*Comprehensive Textbook on Disability* New Delhi: Jaypee Brothers Medical Publishers Ghai, A. (ed.) (2018) *Disability in South Asia: Knowledge & Experience*. New Delhi: SAGE Karna, G. N. (2001) *Disability Studies in India: Retrospects and Prospects*. New Delhi: Gyan Publishing House Ramaswamy, B. (2013) *Introduction to Disability: Basic Concepts and Issues*. New Delhi: Kanishka Publishers.
II	Policy & Institutional Framework of CBR • Disability Legislations in India (including The Mental Healthcare Act, 2017) • Policy Framework Creating Enabling Environments (Disability Schemes, Mobilization of Local Resources, Disability Sensitization at Community Level) • Inclusive Development with CBR (CBR Approaches / Strategies & Stakeholders) • Challenges & Opportunities for CBR in India.		Chavan BS., Ahmad, W., Gupta, R. K. (Ed.) (2022) *Comprehensive Textbook on Disability* New Delhi: Jaypee Brothers Medical Publishers Dhawan, S. (2011). *Handbook of Disability and Rehabilitation*. New Delhi: Arise Publishers and Distributors. Government Legislations on Disability Schemes and Programmes for Persons with Disability Nagar, S. B. (2017) *Essentials of Community-based Rehabilitation*. New Delhi: The Health Sciences Publisher. World Health Organization (2010). *Community Based Rehabilitation: CBR Guidelines* Geneva: WHO. https://www.who.int/publications/i/item/9789241548052 Kacker, S., Rao I. and Kapoor, R. (2020) Community Based Rehabilitation of Persons with Disabilities & Their Inclusion: A Handbook for Panchayats and Urban Local Bodies in India. Kindle Edition

Program	BSW (NEP Revised 2023)
Course Code	FP 301
Course Title	Informal Sector
Semester	Semester- V
Credits	2

Rationale:

India has a rich history of labour and labour movements. Most of the employments in the country is still coming under the unorganised, informal sector. The unorganised labour force is characterised several socio – economic problems of the individual and families. The shift from organised to unorganised sector also is crucial transition. Social work professionals with roots in working with the most marginalised need a strong understanding of labour issues in India. It also need to give an understanding of the social security system and how it can be beneficial for the workers in the informal sector.

Course Objectives:

1. To gain conceptual clarity about the difference between formal and informal labour and formal and informal sectors
2. To understand the characteristics, historical development, and socio-economic factors influencing the informal labour sector.
3. To analyse human rights issues and evaluate the impact of policy interventions on informal labourers.
4. To conceptualize a field project based on the concept of informal labour

Course Learning Outcomes:

At the end of the course, learners will be able to:

Co185 Compare and contrast formal and informal labour and sectors.

Co186 Critically analyse informal labour dynamics using various theoretical frameworks

Co187 Exhibit skills to advocate for policies enhancing informal workers' rights and welfare.

Co188 Develop a field based project on informal labour

Unit	Content	References
I	**Theoretical Framework for Understanding Informal Labour and Informal Sector** • Understanding informal labour and informal sector (Definition & Characteristics) • History of informal labour and informal sector in India • New economic reforms and impact on informal economy • Different types of Informal Occupations in Rural and Urban Settings • Employment in context of Race, Caste, Gender, Region and religion • Theoretical perspectives in Informal Sector • Social Security Measures	National Commission for Enterprises in the Unorganized Sector (2007) *Report on Conditions of Work and Promotion of Livelihoods in the Unorganized Sector.* New Delhi: National Commission for Enterprises in the Unorganized Sector (https://ruralindiaonline.org/en/library/resource/report-on-conditions-of-work-and-promotion-of-livelihoods-in-the-unorganised-sector/) International Labour Office *Report VI - Decent Work and the Informal Economy: Sixth Item on the Agenda* International Labour Conference: 90th Session. Geneva: International Labour Office. Agarwal. A.N (2001) *Indian Economy: Problems of Development and Planning*. Mumbai: Vishwas Prakashan.. Chen, M. A., Jhabvala, R. and Lund, F. (2002) 'Supporting Workers in the Informal Economy: A Policy Framework' *Working Paper on the Informal Economy 2002/2*. Employment Sector, International Labour Organisation. (https://www.ilo.org/publications/supporting-workers-informal-economy-policy-framework)

| II | **Field Projects on Different Target Groups** (in Groups)

Suggested Topics for Field Projects:
• Mine workers
• Fisherfolks
• Saltpan workers
• Agricultural workers
• Ragpickers
• Domestic workers
• Construction workers

Modalities of Field Projects:
• Mini research
• Baseline Study
• Documentary Film
• Training Modules
• White/working paper | Jhabvala, R Subramanya, R (2000) *The Unorganised Sector, Work Security and Social Protection* New Delhi: Sage Publications.

Dutt, R. and Sundharam (2006) *Indian Economy* Mumbai: Vishwas Prakashan.

Chen, M. A., Jhabvala, R. and Lund, F. (2002) 'Supporting Workers in the Informal Economy: A Policy Framework' *Working Paper on the Informal Economy 2002/2*. Employment Sector, International Labour Organisation. (https://www.ilo.org/publications/supporting-workers-informal-economy-policy-framework)

Bhowmik, S (editor) (2016) *The State of Labour: The Global Financial Crisis and its Impact* New Delhi: Routledge

Vaijayanta A., Balakrishnan, G. and George, P. (2018) *Community Practices in India: Lessons from the Grassroots.* London: Cambridge Scholars Publishing

Reports of Mahila Vikas Kisan Manch-Seema Kumar |

BACHELOR OF SOCIAL WORK (NEP 2023)
BSW SEMESTER VI

Level	Semester	Course Category	Course Code	Course Title	Credits
	VI	Major	Major 304	Peace Education	2
			Major 305	Human Rights and Law	4
			Major 306	Corporate Social Responsibility	4
		Major Electives	ME 302	Child Rights	4
		Minor	Minor 302	Mental Health	4
		On Job Training	OJT 301	Internship	4
				Total Credits	22

Program	BSW (NEP Revised 2023)
Course Code	Major 304
Course Title	Peace Education
Semester	Semester- VI
Credits	2

Rationale:

This course emphasizes the integration of peace education as a core component of social work training programs. Education for peace involves active engagement with the principles of peace and promotes values, life skills, and knowledge that support equality, respect, empathy, understanding, and mutual appreciation among individuals, communities, and nations. Implementing peace education not only enhances students' overall well-being but also advocates for justice and equitable treatment of youth, while fostering a sense of individual and collective responsibility among both educators and learners. No civilization can be considered truly progressive without a strong education system, and no education system can be deemed transformative unless it is rooted in the universal principles of peace. In response to contemporary global challenges, there is an increasing recognition within the education sector of the need to equip college students with the knowledge and skills necessary for peaceful coexistence. As a result, more educational institutions around the world are integrating peace-related concepts, values, attitudes, and behavioural competencies into their curricula.

Course Objectives:
- To familiarize students with the concepts of peace and conflict, as well as the sources of conflict within the Indian socio-economic and political context.
- To critically analyse the issue of issue-based conflicts in India and develop strategies for peacebuilding.

Learning Outcomes:

Co189 Discuss the origins and significance of peace education, along with its role in global contexts.
Co190 Analyse the sources and dynamics of conflict in Indian society and explore methods to address them.
Co191 Develop strategies to counter communalism and foster peace in diverse societies.
Co192 Design and implement interventions that address conflicts and promote peace in various societal contexts.

Course Content:

Unit	Title	Contents	Essential Readings
I	Introduction of Peace and Significance of Peace Education	• Origins of Peace Education: UN • UNESCO charter on Peace Education • Significance of peace education in the present context • Principles and Goals of Peace Education	Jain, R., & Rauf, T. A. (2012). *Education for Peace – Guidance for frontline workers.* Institute for Peace Studies and Conflict Resolution.

		• Meaning of Peace. Difference between positive and negative peace • Core Principles and Values associated with Peace Education	Page, J. (2008). *Peace Education – Exploring Ethical and Philosophical Foundation.* United States of America: Information Age Publishing, Inc.
II	Understanding Issue-based conflicts and peace initiatives:	• Theoretical understanding of conflicts • Understanding the concepts of Communalism, Fascism, Terrorism Radicalisation, Ghettoization, regionalism and Hyper Nationalism. • Causes of conflicts in the Indian Socio, Economic and Political Context and its impact on the Minorities, Gender, Caste, Class and Ethnic Groups • Initiatives and Strategies for peace and harmony • Role played by government and Civil Society Organisations in maintaining a Peaceful Society • Retribution and Restorative justice • Understanding Syncretism in Indian Society	Galtung, J. (1996). *Peace by Peaceful means – Peace and Conflict, Development, and Civilization.* London: Sage Publication Ltd. Synder, J. (1993). The New Nationalism: Realist Interpretations and Beyond. In R Rosecrance, & A. A. Stein, *The Domestic Bases of Grand Strategy* (pp. 179-200). London: Cornell University Press. Rashid, H. (2005). *An Introduction to peace and conflict studies.* Bangladesh: University Press

Program	BSW (NEP Revised 2023)
Course Code	Major 305
Course Title	Human Rights and Law
Semester	Semester- VI
Credits	4

Rationale: Human rights are required to achieve well-being and empowerment for all, especially the vulnerable and oppressed. The course helps learners understand past and current events and the development of rights from the lenses of all humans as well as specific disadvantaged groups. The learners understand how laws are implemented across contexts, including cultural. They also understand the role of non-governmental organizations in developing a culture that protects and promotes the rights of all people.

Course Objectives:

- Understand the history and types of human rights
- Understand the development and implementation of human rights in India by the government and non-governmental organizations
- Acquire socio-legal skills to work with the system for the protection of rights of the marginalized

Learning Outcomes:

Co193 Discuss the origin, development, characteristics and types of human rights
Co194 List the human rights challenges of specific disadvantaged groups
Co195 Deliberate on the status of implementation of human rights in India
Co196 Apply paralegal skills to work with the system for the protection of rights of the marginalized

Course Content:

Unit	Contents	References
I	- Human rights: Definition and history, Natural rights, Positive and negative human rights, First, second and third generation rights - Evolution of Human Rights Movement - Human Rights under the Constitution of India with reference to The Universal Declaration of Human Rights (UDHR – 1948) - The Vienna Declaration and Programme of Action (VDPA),1993 - Transgender protection act 2019 - The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)	SAHRDC (2006). *Introducing Human Rights. Delhi:* South Asia Human Rights Documentation Centre Chandrachud, A. (2017). Republic of Rhetoric: Free Speech and the Constitution of India, New Delhi: Penguin
II	- Introduction to International Human Rights Instruments: - Declaration on the Elimination of All Forms of Racial Discrimination, 1963 - The First Optional Protocol to the International Covenant on Civil and Political Rights (ICCPR) - International Covenant on Economic, Social and Cultural Rights (ICESCR), 1976 - Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984	Basu, D. D. (1989). Introduction to Constitution of India. NY: Prentice Hall Donnelly, J. (2014). Universal Human Rights in Theory and Practice. Jaipur: Rawat Freeman, M. (2003). Human Rights. New Delhi: Atlantic for Polity Press

	- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) - Nelson Mandela Rules 2015 - United Nations Convention on Rights of Persons with Disabilities, 2006. - United Nations' Convention on the Rights of The Child (UNCRC), 1992 - NGOs in the field of HR and Paris Principles, 1993	
III	• Human rights of women in India and National Commission for Women • Human rights of children in India and National Commission for Protection of Child Rights • Human rights of minorities in India and National Commission for Minorities • Human rights of SC/ST/NT/DNT and National Commissions • Human rights of displaced and project affected people • Legal services authorities act 1987 • Human rights and the death penalty • National Human Rights Commission (Inquiry Commission both by State and HR bodies • State Human Rights Commissions)	Nirmal, C. J. (1999). Human Rights in India. New Delhi: OUP Noorani, A. G. (2006). Constitutional Question and Citizen Rights. New Delhi: OUP

IV	**Capacity building for para-legal skills**
	  i. Public Interest Litigation
	  ii. Writs
	  iii. Affidavit
	  iv. First information Report
	  v. Bail
	  vi. RTI
	  vii. Helplines
		Matthew, P.D, (1998). Legal Education Series. Delhi: Indian Social Institute
		
		Gonsalves C, Menezes R. (2013).Criminal Law: Law for action series. Mumbai: ICHRL and HRLN
		
		Ronald, Y. (2019). Paralegal Education. OER Commons (https://oercommons.org/coursew are/lesson/65487/student/)

Program	BSW (NEP Revises 2023)
Course Code	Major 306
Course Title	Corporate Social Responsibility
Semester	VI
Credits	4

Rationale:

This course is designed to provide students with a comprehensive understanding of Corporate Social Responsibility (CSR), focusing on its evolution, key legislative frameworks, and contemporary applications in the Indian context. With special attention to Section 135 of the Companies Act, CSR Rules 2014, and Schedule VII, the course equips students to navigate the legal and ethical foundations of CSR. Learners will explore essential tools such as Environmental Impact Assessments (EIA), Social Impact Assessments (SIA), and Social Audits, gaining both theoretical grounding and practical skills. The course also emphasizes the design and implementation of CSR strategies aligned with organizational goals and national development priorities. By bridging policy understanding with field-based applications, this course prepares students to become effective CSR professionals capable of driving socially responsible and sustainable business practices.

Course Objectives:

- Gain an understanding of an emergence of corporate social responsibility
- Explore the key concepts of CSR in the Indian context, with a focus on Section 135 of the Companies Act, CSR Rules 2014, and Schedule VII of the Companies Act.
- Learn the principles and methodologies for conducting Environmental Impact Assessments (EIA), Social Impact Assessments (SIA), and Social Audits.
- Develop skills to create a CSR framework based on established company policies and procedures.

Course Learning Outcomes:

By the end of the course, learners will be able to:

Co197 Critically Analyse the History and the theoretical Perspectives and relevant acts pertaining to CSR.

Co198 Apply the principles and methodologies of EIA, SIA, and Social Audits in practical scenarios

Co199 Discuss the current status of CSR initiatives in India and recommend improvements based on comprehensive analysis

Co200 Design a CSR framework tailored to a company's policies, procedures, and community needs

Course Content:

Unit	Content	Essential Readings
I	**History and Theory of CSR** • Importance of CSR; Definition of CSR; Dimensions of CSR • History of CSR in India and across the Globe • Theories of Corporate Governance; Importance of CSR in Corporate Governance • Stakeholder Theory: Taxonomy, Stakeholder Relationship, Impact and Dilemmas of Business • Stewardship Theory	Narang R.K. (2009). Corporate Social Responsibility: Replicable Models on Sustainable Development. New Delhi: The Energy and Resources Institute Sanjay, K. (2008). Corporate Social Responsibility in India, New Delhi: Sage Publications
II	**Select Provisions of Companies Act and CSR Rules** • Overview of Companies Act 2013 (amended in 2020) • Legal provision for CSR in India: Clause 135 of the Companies Act; Companies (Corporate Social Responsibility Policy) Rules; and Schedule VII of the Companies Act • CSR Implementation: Setting the CSR Committee; Strategic Planning; Stakeholder Engagement; Reporting • Corporate liability for environmental damage /Sustainability	Lumde, N. (2018). Corporate Social Responsibility in India: A Practitioner's Perspective. Chennai: Notion Press Garg, K. (2023). Corporate Social Responsibility. Mumbai: Tax Guru Bharat Books
III	**EIA, SIA and Social Audit** • EIA: Meaning, Definition, Principles and Methodology • Social Impact Assessment: Meaning, Definition, Principles and Methodology • Social Audit: History, Principles and Methodology	Lawrence, D.P. (2005). Environmental Impact Assessment, New Jersey: Wiley International Barrow, C.J. (2000). Social Impact Assessment: An Introduction. London: Oxford University Press

		Data collection, data presentation, and reporting in EIA, SIA and Social Audits	MoRD (2015). Social Audit Manual. Hyderabad: National Institute of Rural Development and Panchayati Raj
		• Use of Logical Framework Analysis / Results based Management	
IV	CSR Partnership and Documentation		ICAI (2021). *Business Responsibility and Sustainability Reporting.* New Delhi: Institute of Chartered Accountants of India
		• Review of current CSR documents and guidelines	
		• CSR practices in Select Indian companies	Mitra, N (2017). Corporate Social Responsibility in India: Cases and Developments After the Legal Mandate (CSR, Sustainability, Ethics & Governance). New Delhi: Springer
		• Developing partnership with stakeholders	
		• Documentation and reporting in CSR: ESG, Sustainability Reporting, and BRSR notified by SEBI	
		• Managing Organizational Ecosystem	
		• Digital Communication in the context of CSR	
		• Overview on Corporate Finance	

Program	BSW (NEP Revised 2023)
Course Code	ME 302
Course Title	Child Rights
Semester	VI
Credits	4

Rationale:

Children make up nearly 34% of India's population, yet many remain deprived of their basic needs and rights. Despite India's commitment to the UN Convention on the Rights of the Child (UNCRC), the gap between recognition and fulfillment of child rights persists. Child abuse is on the rise, and the number of street and working children continues to grow, highlighting the need for focused attention on child rights. This course will provide students with a comprehensive understanding of child rights within the broader human rights framework. Students will critically analyze the socio-economic and cultural vulnerabilities faced by children, equipping them with the knowledge to promote and protect child rights. By examining the systemic challenges, especially for marginalized children, students will develop a nuanced perspective on child protection and its role in achieving social justice. Upon completion, students will be prepared to advocate for policies and practices that ensure the well-being and rights of children in society.

Course Objectives:

- Develop understanding about social construction of Childhood and Child Protection Framework
- Critically analyze diverse systemic factors exacerbating vulnerabilities of children.
- Learn about Legal and Policy measures to respond to needs of children-at-risk.
- Recognize the role of social worker within the child protection domain.

Learning Outcomes:

Co201 Discuss child protection, focusing on safeguarding children from being at-risk and harm.
Co202 Analyze legal and policy framework of child protection and develop a thorough understanding about Child Protection mechanism
Co203 Apply skills for effectively engaging with child protection mechanisms at multiple levels.
Co204 Apply skills to engage with children across diverse settings and contexts.

Course Content

Unit	Content	References
I	**Social Construction of Childhood and Child Protection Framework**: • Social Construction of Childhood • Social UNCRC framework for child rights • Child protection as safeguarding children from harm, at-risk children • Continuum of Care-Gatekeeping and Family strengthening approach • Situational analysis of child protection in India	Mehta, N. (2015). Family Strengthening and Non-Institutional Alternative Care Approach to Child Protection, Mumbai: Family Service Centre Desai, M. (2011). A Rights-Based Preventive Approach for Psychosocial Well-being in Childhood. London: Springer
II	**Vulnerabilities of Children:** • Children in need of Care and Protection o Children in labour (including out-of-school children), o Street children, child marriage, o Child abuse and violence, o Child victims of trafficking. o Children with Disabilities o Children of Prisoners • Children in conflict with Law • Media & Child Rights	Bajpai, A. (2017). Child Rights in India. Delhi: OUP Parackal & Panicker, S. (2019). Children and Crime in India: Causes, Narratives and Interventions. Delhi: Springer

III		**Child Protection Legal and Policy Framework**: • Juvenile Justice (Care and Protection of Children) Act, 2015 • Child and Adolescent Labour (Prohibition and Regulation) Act, 1986 • Protection of Children from Sexual Offences (POCSO) Act, 2012 • The Prohibition of Child Marriage Act, 2006 • The Trafficking of Persons (Prevention, Protection and Rehabilitation) Bill, 2018 • The Pre-conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994 **Child Protection Scheme** • Mission Vatsalya Scheme • Victim Support Schemes- Manodhairya Scheme • Bal Sangopan Yojana	Enfold (2021). Handbook for Support Persons: Assisting Child Victims of Sexual Abuse in the Context of POCSO. Bangalore: Enfold Kumari, V. (2011). Juvenile Justice System in India: From Welfare to Rights. New Delhi: OUP The Juvenile Justice (Care and Protection of Children) Act 2015 Adoption FAQs by CARA

IV		**Child Protection Mechanism**
		
		• Government system (DWCD, CARA/SARA, District Child Protection Unit)
		• NCPCR (National Commission for Protection of Child Rights) and SCPCR (State Commission for Protection of Child Rights)
		• Alternative Care (CCIs),
		• Adoption, foster care, sponsorship
		• Role of Social Worker in Child Protection domain
		    o Role of Social Worker Engaging with the System
		    o Rescue, Repatriation
		    o Intervention of DCPU
			Ministry of Women and Child Development, Government of India. (2018). The report of the committee for analyzing data of mapping and review exercise of child care institutions under the Juvenile Justice (Care & Protection of Children) Act, 2015, and Other Homes, Vol. I (Main Report part 1). https://wcd.nic.in/node/2190742
			
			Ministry of Women and Child Development (MWCD). (2020). Revised Integrated Child Protection Scheme. Government of India. http://cara.nic.in/PDF/revised%20ICPS%20scheme.pdf

Program	BSW (NEP Revised 2023)
Course Code	Minor 302
Course Title	Mental Health
Semester	VI
Credits	4

Rationale

The prevalence of mental health disorders in India has risen steadily in recent years causing a serious public health concern. The survey by India's National Institute of Mental Health and Neurosciences (NIMHANS) found that nearly 150 million Indians need mental health care services, but fewer than 30 million are seeking care. Over 10 per cent of the population has diagnosable mental health or substance use disorder. There are limited mental health professionals to treat people who do seek help. According to the Indian Journal of Psychiatry, there are only 0.75 psychiatrists for every 100,000 patients. In India Mental Health and common mental health disorders are also shaped to a great extent by a variety of social, economic, and physical environments that need a multidisciplinary approach to address challenges in mental health beyond the psychiatric perspective.

Addressing the challenges within the field of mental health requires a comprehensive approach that critically examines societal attitudes, policies, availability and accessibility of mental services and rights of persons with mental illness. The gap between the number of trained mental health professionals and emerging mental health concerns, the complex interplay of social determinants that impact mental health, and the relevance of the Diathesis Stress Model in understanding mental health and mental illness underscore the relevance of training in mental health for social workers.

The course on Mental Health Practice aims to equip social work students with knowledge, skills and attitudes and enhance their capacities in the field of mental health through lectures, assignments, workshops and field visits. The course includes a history of the paradigm shift in mental health interventions from a demonological approach to a reformatory approach; concepts related to mental health; an overview of diagnostic criteria, causes, and treatments of mental illness; international and national policies, laws related to mental health; the relevance of community mental health interventions and the role of social workers in micro, mezzo, and macro levels of practice within a multi-disciplinary context from a rights-based perspective. Experiential learning would be encouraged through field-based assignments and field visits. The learner will be provided a first-hand experience to engage with professionals and clients and observe the role of the social worker as a multidisciplinary team member.

Course Objectives:

- To provide an orientation to concepts and social determinants of mental health.
- To gain basic understanding of mental health disorders and treatment approaches for referrals
- To learn and practice the community mental health interventions
- To gain an overview of mental health policies and legislations.
- Design a mental health intervention project for Self and Community from a person-centered, strengths-based and recovery model

Learner Outcomes:

Co205 Recognize the complexity of mental health as a continuum and how mental health issues can affect everyone

Co206 Discuss complexity of mental health history, concepts, and the range of potential risks as an outcome of social determinants.

Co207 Analyze the diagnosis and prognosis of various mental health disorders to respond effectively to individuals and families in crisis and reduce stigma.

Co208 Apply legal frameworks and intervention models with emphasis on person centered/strengths based and recovery-oriented model in the promotion of mental health across various settings

Course Content

Sr. No	Contents	References
I	**Introduction to Concept of Mental Health:** - History of mental health: demonological to reformation - Social determinants of mental health and impact - Epidemiology, Magnitude of mental health globally and in India - Human Rights Violations due to mental health challenges	Rosenberger, P., Ramírez, C., Nevid, J., Rathus, S. and Greene, B. (2000). *Abnormal Psychology in a changing world study guide*. Upper Saddle River, N.J.: Prentice Hall. Carson, R., Butcher, J. and Mineka, S. (2002). *Fundamentals of abnormal psychology and modern life*. Boston: Allyn and Bacon. Nolen-Hoeksema, S. (2005). *Abnormal Psychology*. 3rd ed. New Delhi: Tata Mc Graw Hill Publishing Company. Patel V. (2003) *Where There Is No Psychiatrist*. London: Royal College of Psychiatrists
II	**Mental Disorders: An Overview** - Neuro-developmental Disorders; - Schizophrenia; - Mood disorders; anxiety disorders; - Trauma and Stress-Related Disorders;	Shah, N., Desouza, Merchant, H, Karia, S. (2024). Post Graduate Case Presentation in Psychiatry. Clever Pen Publishing. Corcoran, J. Walsh, J. (2015). Mental Health in Social Work A Casebook on

		Somatic Symptoms and Related Disorders; - Feeding and Eating Disorders; - Dissociative Disorders; - Substance-Related and Addictive Disorders - Personality Disorders; Psychiatric Evaluation and Mental Status Examination.	Diagnosis and Strengths Based Assessment. Pearson WHO (2016). Handbook of International Classification of Diseases (10th Revision). Geneva: World Health Organisation
III	**Policies and Programmes and Approaches** • Person-centered / strengths-based and recovery-oriented] to mental health promotion and interventions • National initiatives for the promotion of mental health (policies, programmes, law) • Mental Health Programs: - National Mental Health Program - District Mental Health Program - Community Mental Health Program School Mental Health Program	Nelson, G., Bretkloos, Orleans. (2014) Community Psychology and Community Mental Health. Oxford University Press Chavan, B.S., Gupta, N., Arun, P., Sidana, A. & Jadhav, S. (2012). *Community Mental Health in India.* Jaypee Brothers Publication. Jeger, A.M. & Slotnick R.S. (2011). *Community Mental Health and Behavioral Ecology: A Handbook of Theory Research and Practice.* 2nd edition. New York: Springer Publications
IV	**Social Work Practice across mental health settings.** Schools, De-Addiction Centers, Hospitals, Child Guidance Clinics, Half Way Homes, Prison Settings, and Palliative Care.	Gould, N. (2016). *Mental Health Social Work in Context.* 2nd Edition. Routledge Publications. Learner Social Work Series Anand, M. (2024). Mental Health Care Resource Book: Concepts and Praxis for Social Workers and Mental Health Professionals. New Delhi: Springer

Program	BSW (NEP Revised 2023)
Course Code	OJT 301
Course Title	Internship
Semester	Semester- VI
Credits	4

Rationale

Students are expected to identify and select social work organizations anywhere in India based on their interests and future career considerations for the one-month Internship. The organization selected by the student once approved by the Fieldwork Committee is forwarded an official letter confirming the Internship. The student is expected to complete minimum of 7 hours a day and a total of 180 hours at the end of the placement.

Course Objective

- To provide students with practical exposure to social work settings, enabling them to integrate theoretical knowledge with field-based experiences.
- Through this internship, students will identify and engage with social work organizations that align with their career interests, enhancing their professional skills, understanding of developmental and systemic issues, and ability to evaluate organizational strategies and interventions.
- This hands-on experience fosters professional growth, critical thinking, and readiness for a career in social work.

Course Learning Outcomes

By the end of the Block placement, learners will be able to:

Co209 Apply knowledge, attitudes and skills of a professional social worker learned through the social work programme.
Co210 Analyse developmental, structural, and systemic issues addressed by the field work agency
Co211 Evaluate strategies, programmes, and activities used by field organization
Co212 Exhibit professional ethics, critical thinking, and readiness for perusing a career in social work.

Analytical Ability

- Demonstrate the ability to critically examine problems and issues.
- Analyze the dynamics of problems at both micro and macro levels.

Skills

- Effective in communication, networking, and conducting research.
- Proficient in budgeting, mobilizing and raising funds.
- Builds strong interpersonal relationships and engages effectively with diverse groups.

- Possesses group media skills, and is capable in interviewing, observation, direct intervention, and reporting.
- Skilled in using various media tools to support communication and outreach.

Professional Conduct

- Maintains regularity, discipline, sincerity, and punctuality.
- Demonstrates openness to individuals from diverse backgrounds, actively works to overcome personal biases and stereotypes.
- Shows eagerness to learn, explore new areas, and take on additional responsibilities.
- Capable of functioning effectively under pressure and in challenging situations.
- Exhibits leadership qualities and works well within a team.
- Communicates and reports regularly, and seeks feedback on work progress.
- Consistently prepares and submits required records in accordance with organizational expectations.

Use of Field Instruction

- Submits weekly field recordings on time and in the prescribed format.
- Receptive to feedback from the Field Instructor; acknowledges and incorporates suggestions and guidance.
- Actively participates in group conferences by initiating discussions, highlighting issues, and contributing to team problem-solving.
- Engages with the Field Instructor in a consultative and collaborative manner.

Tasks to be Undertaken:
- Policy analysis, documentation, training manual, project proposal, social audit, etc.
- Engaging with diverse groups of people at individual, group and community levels
- Use of multiple methods of Social Work
- Contribute to organisation through involvement in Direct tasks/indirect tasks/campaign/advocacy/policy analysis/ Fact Finding/Need Assessment /Research/ Evaluation reports and process documentation.

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